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Reports of seven task groups were included. Task Group No. 1 considered the "Ramsey Plan." Involved were: 1) educational implications such as course offerings, counseling, activities and racial distribution and benefits; 2) problems of staffing, facilities and legal status; and 3) the advisability of implementation in September.

Task Group No. 2 considered school integration and its costs and problems. Task Group No. 3 investigated the possibilities of compensatory education. Task Group No. 4 investigated homogeneous grouping, tracking and school scheduling. Task Group No. 5 considered personnel with respect to recruitment, placement, orientation, inservice training and policy concerning prejudice of staff members. Task Group No. 6 investigated program finance. Task Group No. 7 considered other recommendations and suggestions such as guidance needs, library needs, summer school programs and extra curricular activities.

Recommendations were made to adopt the Ramsey Plan. The second Task Group urged Berkeley to integrate all of its schools and to establish a committee to begin work immediately. It was recommended that a "Compensatory Education Fund" be established to aid inservice training, nursery and child care programs at the cost of $483,605 for one year. The establishment of four achievement groups for academic subjects in grades 7-12 with descriptive guidelines and percentile bands to assist in determiningstudent placement was urged. Changes in personnel salaries were recommended. A budget for school integration was proposed.

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DESEGREGATION OF THE BERKELEY PUBLIC SCHOOLS
ITS FEASIBILITY AND IMPLEMENTATION

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The Superintendent's Report
of a
Staff Task Group Study

APPENDIXES TO THE REPORT

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BERKELEY UNIFIED SCHOOL DISTRICT

May 1964

DESEGREGATION OF THE BERKELEY PUBLIC SCHOOLS

ITS FEASIBILITY AND IMPLEMENTATION

The Superintendent's Report
of a
Staff Task Group Study

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APPENDIXES TO THE REPORT

C. H. WENNERBERG, SUPERINTENDENT

BOARD OF EDUCATION

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Mrs. Carol R. Sibley, Vice-President
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BERKELEY UNIFIED SCHOOL DISTRICT

May, 1964

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BERKELEY UNIFIED SCHOOL DISTRICT
Office of the Superintendent

THE SUPERINTENDENT'S CHARGE TO THE TASK GROUPS

On Tuesday, March 3, based on my recommendation in accordance with staff reactions and suggestions, the Board of Education asked us to undertake a most important and rigorous assignment. That assignment comprises the following major studies to be completed in time for submission to the Board at its regular May 19th meeting.

1. A study of the educational and administrative feasibility of applying the Ramsey Plan to junior high schools and the advisability of implementing it in September, 1964.

2. The detailed development of a compensatory education program.

3. The examination in detail, of the proposals of the Citizens Committee Report on de facto segregation, as augmented by the staff and Board comments with respect to the educational value, feasibility and costs.

I have established the following organization in implementation of the Board's instruction:

1. A Steering Committee of five responsible for coordinating our entire effort.

2. Seven Staff Task Groups based on the major study areas, as follows:

    a. Ramsey Plan
    b. School integration
    c. Compensatory education
    d. Grouping, tracking, scheduling
    e. Personnel
    f. Financing the programs
    g. Other recommendations and suggestions

Each of you is a member of a task group, a working group of limited membership. Each Task Group will have at least one member of the Steering Committee as a full participant. Other members of the Steering Committee will be ex-officio members of the Task Groups.

Each Task Group will be directly responsible to the Steering Committee. This Commitee will clear and help obtain outside consultive services, staff members as resource persons, and clerical help as needed.

Each of you has been chosen for your competence to do this difficult job professionally and objectively. As a research team you will study each problem exhaustively and analyze it carefully from the point of view of its educational value and its administrative feasibility. You will lay bare the advantages and disadvantages of each recommendation in detail. Periodic progress reports will be expected and a full report of your findings and recommendations will be submitted to the Steering Committee by May 4, 1964. It is expected that you will work with other task groups in related matters as needed.

You have been chosen carefully for an assignment which will enlist your best professional effort. Please be sure of my strong support and my deep appreciation of your willingness to commit the best of yourselves to Berkeley's children and Berkeley's future.

Remember, nothing short of your best personal and team effort will suffice.

Good Luck!

C. H. Wennerberg
Superintendent of Schools

TASK GROUP 1 - RAMSEY PLAN

The Board's instructions in this area are explicit. We are to study this proposal from the standpoint of its educational implications and general feasibility. We are also to study what would be involved in implementing the Ramsey Plan in September. Whether or not we, as individuals, want integration is not the question. The Board will decide that. However, for them to make the best decision, they need to have data which we can provide in the areas named above.

In broad outline, the task breaks down as follows:

A. Educational implications

   1. Instructional (e.g., course offerings, counseling, activities, scheduling, atmosphere for learning)

      a. Four year high school program (with separate 9th grade campus)

      b. Two year junior high school program

   2. Racial distribution

      a. Boundary between Garfield and Willard

      b. Ethnic percentage resulting

   3. Benefits/drawbacks to students and to their education

B. General feasibility

   1. Costs involved

   2. Facilities

   3. Staffing

   4. Other problems involved (including legal status, financing, course requirements, transportation)

C. Advisability of implementation in September

   1. Problems involved

   2. Possible solutions

This is one of the most crucial areas in the entire study. The effects of the decision on the Ramsey Plan could be widespread, whichever way that decision goes. It is our part to provide the Board with the information needed to make the best decision possible.

TASK GROUP 2 - SCHOOL INTEGRATION

The concern of this Task Group will be to study and to determine: if integration of the elementary schools will be educationally desirable and practically feasible at any or all grade levels; when and if such integration or alternate suggestions should be accomplished; and the approximate costs of the plans that the committee would wish to recommend.

More specifically the committee should strive to answer the following questions:

1. Will integration improve the educational achievement of all pupils, of low achievers, of high achievers, or of average achievers?
    a. Consider both the academic areas as well as social citizenship or mutual understanding and respect for other human beings.
    b. Assess the significance of research that supports or refutes the premise of integration.
2. What are the possible plans for achieving integration at the elementary level?
    a. Assess various forms of redistricting. Look to educational value, racial distribution, implications for transportation, cost, and relationship to Ramsey Plan for junior high school integration.
    b. Assess the application of a Princeton type plan at various grade levels.
    c. Look at the suggestions of the Washington School staff for strips across the city.
    d. Look into possible ways of establishing and implementing sister and partner schools. (There are suggestions in this regard that go beyond those of the De Facto Report.) Investigate the possibilities of inter-school activities, cooperative programs centered around various subject or interest areas.
    e. Assess the strengths and problems of limited open enrollment. (Check with Oakland and other places to see if they have any definite results of such attempts.) How do you feel that it should be carried out in the Berkeley elementary schools?
3. What plan or plans for integration at the elementary level would your committee recommend?
4. What time schedule would you recommend for implementing?
5. What approximate costs to the District do you anticipate?

The above guidlines were formulated from the comments and reactions of members of the Berkeley staff. While there has been an attempt to put them in logical order for assessing and studying the problem, they, in no way, are intended to be all-inclusive or restrictive to your considerations or discussions, or to your final proposals.

TASK GROUP 3 - COMPENSATORY EDUCATION

This Task Group shall have the responsibility of:

1. Examining in detail all of the proposals of the De Facto Committee and those of the staff that relate to compensatory education.
2. Assessing their educational value, administrative feasibility, and costs.
3. Recommending those that should be implemented and stating priorities.

While the majority of the suggestions may undoubtedly center at the elementary level, any worthwhile proposals for the secondary level or the District as a whole certainly should be evaluated.

For the purposes of this study, the term "compensatory education" shall refer to any adjustment of the current or usual classroom and school practices in order to achieve pupil performance which is more closely aligned with ability and grade level.

You can readily anticipate that during the course of your study, your Task Group may wish to share and confer with the committees which will be working on related areas of mutual concern (i.e., in-service training, libraries, summer school, etc.).

The suggestions for compensatory education programs are many and vast. Some may be found in the De Facto Segregation Report (pp. 28-35), the Superintendent's Report on Staff Reactions... (pp. 6-10), and in individual staff suggestions which were (and will be) submitted to the Steering Committee. Undoubtedly, each of you on this Task Group will also have many ideas and proposals.

A suggested approach to this most important task is as follows:

1. What are the numerous suggestions for compensatory education programs?
2. What are some of the many things that are now being tried in Berkeley and any other districts. (You may wish to interview individual teachers, principals, or whole staffs.)
3. Which proposals should precede others in terms of priority? Which will be preventive rather than remedial? (Which will assist the secondary pupil before he graduates or the elementary pupil before problems are compounded?) Which may be carried on simultaneously with other programs?
4. Which compensatory programs would your committee wish to recommend? What educational outcomes would be accomplished with Berkeley pupils? What will be involved to implement them? What will they cost? When should they be implemented, and in what order?

It is hoped that the above questions will be helpful in starting you on your study. They are not intended to be all inclusive or restrictive to your considerations or final proposals.

TASK GROUP 4 - GROUPING, TRACKING, AND SCHEDULING

Grouping, tracking and scheduling practices are vital to implementing whatever educational goals a school system sets for itself. Recommendations of the De Facto Committe as amended and supplemented by staff suggestions would of necessity require re-evaluatio of our grouping, tracking and scheduling procedures, especially in the secondary schools. This would be true of the Ramsey Plan, as well as any recommendations for elementary school integration. Plans and programs for compensatory education would likewise require changes in grouping, tracking and scheduling practices. Consequently, the deep and detailed study of the De Facto Committee and staff suggestions concerning grouping, tracking and scheduling is critical to the whole feasibility and implementation study requested by the Board.

Your Task Group, therefore, should be committed to intensive study of all recommendations in the area of Grouping, Tracking and Scheduling, their educational soundness, their administrative feasibility, their staffing and financial implications. It should include your carefully considered and documented findings and recommendations. The scope of your commitment should include but not be limited by the following:

1. Present practices at elementary schools, junior and senior high schools, with full consideration of the educational bases for these.
2. Homogeneous grouping and tracking as against more flexible arrangements.
3. Homogeneous grouping and tracking as against heterogeneous grouping and tracking.
4. Alternatives to or innovations in current scheduling practices.
5. Impact of redistricting plans on junior and senior high school grouping, tracking and scheduling.
6. Impact of compensatory programs on grouping, tracking and scheduling.

TASK GROUP 5 - PERSONNEL

One of the major areas studied by the De Facto Segregation Study Committee was that of personnel. The importance of personnel to successful implementation of any program which might be adopted in this area is obvious. Since the staff would be vitally involved in any new personnel policies, we are including "Personnel" as one of the Task Groups in this study.

This Task Group is to consider the following topics:

1. Recruitment - While recruiting the most qualified staff possible, what should be done in the direction of improving the racial balance of our staff district-wide?
2. Placement - What should be done in the direction of improving the racial balance of our staff at each school?
3. Orientation of new staff members
    - a. At time of employment
    - b. Just prior to opening of school
4. In-service training of staff members
    - a. In intercultural relations
    - b. In understanding the special problems faced by minority children
5. Policy concerning prejudice and/or discrimination on the part of:
    - a. Applicants for employment and/or promotion
    - b. Presently employed staff members

TASK GROUP 6 - FINANCING THE PROGRAM

Your group is specifically responsible for costing out the recommendations of the other task groups, showing the financial implications and feasibility of the total program and its specific parts, working with the other Task Groups as needed. In the process, you should concern yourself in depth but not limit your investigation to the following:

1. The development of cost estimating procedures.

2. The estimation of costs involved in any integration plan, with and without bussing.

3. The estimation of all elements of cost involved in compensatory education proposals, for example: salary, instructional materials of all description, equipment, supplies, capital outlay.

4. The development of alternative recommendations for financing the program, including the advantages and disadvantages of each, and the Task Group's findings.

5. In the process, the Task Group should thoroughly investigate:

   a. Sources of available public funds at state and national levels.

   b. Sources of funds from foundation grants, separately and in combination with (a) above, and how they might best be tapped.

   c. An analysis in detail of additional tax requirements involved.

TASK GROUP 7 - OTHER RECOMMENDATIONS AND SUGGESTIONS

Both the De Facto Committee's Report and staff reactions were concerned with areas related to integration and compensatory education. Many of these were so significant in themselves or so diverse that they require the special attention of a separate task group.

Your group is the one committed to study these various other recommendations in depth, to detail advantages and disadvantages, to set forth alternatives. The specific areas of your investigation and analysis should include but not be limited to:

1. Consideration of the following at Berkeley High School:
    a. Possible innovations at Berkeley High School to improve racial relations.
    b. The influences off-campus social clubs still have and should have at Berkeley High School.
    c. Extra-curricular opportunities.
    d. Counseling at Berkeley High School, the problems and the possibilities in relation to educational placement, career planning and job opportunities.
    e. Orientation of new students at Berkeley High School.
    f. Leadership facts and possibilities at Berkeley High School.
2. A parallel study of McKinley needs, programs and practices.
3. Summer school, needs and how to implement them.
4. Guidance needs and how to implement them.
5. Library needs and how to implement them.
6. Curriculum and curriculum materials as they are and as they should be to enhance integration on the one hand and compensatory education on the other.

TASK GROUP NO. 1 - RAMSEY PLAN

I. EDUCATIONAL PHILOSOPHY (Excerpts from Educational Policies adopted by the Board of Education, March 1964)

"A society like ours, dedicated to the worth of the individual, committed to the development of free, rational and responsible people, has special reasons for valuing education. Our deepest convictions compel us to foster individual fulfillment. We desire each individual to achieve the promise that is in him, to be worthy of a free society and to be capable of strengthening that society.

"Ultimately, education exists to serve our national purposes, but it serves most directly to provide an opportunity for each individual to develop to his fullest potential. To aid the individual in developing this potential, we must renew our efforts to remove all barriers to education -- such barriers as poverty, prejudice, ignorance, apathy.

"We believe that education should help an individual to become aware of and to understand the many varieties of cultures in today's world, to relate positively to the diverse people in his community and to contribute to and refine his own evolving cultural patterns.

"We believe that education should be applicable not only to the present but also to the future, the timely and the timeless. Education should be flexible. It should take the lead in developing a generation capable of adapting to a changing environment intelligently and with equanimity."

II. SUPPORTING RESEARCH FOR THE NINTH GRADE SCHOOL

According to Gesell, Ilg and Ames, in their book, *Youth -- The Years From Ten to Sixteen*, the advantages of a self-contained unit for Fourteen seem multiple. No older, wiser students are on hand to be copied or to usurp all the power, position, and glory. Among others as wise or as foolish as they, Fourteens are not overshadowed; they find it easier to feel part of the group. Their time is more their own; more of it can be set aside for group and social activities. Girls enjoy the boys of their own age more when there are no upper classmen to pull them out of their group and disperse their energies -- at least during school hours. This containment of age and place is a restraint which can be accepted by Fourteen. It gives him a better chance to develop his own and the group's inner resources.

"Other advantages come to the fore. Many boys are still hovering on the brink of decision as to whether they want to go into athletics or not. With competition not so stiff, they can find out better what they are suited for. They become ready for and definitely enjoy intramural athletics towards the end of the year.

"One of the most important potential values of the separate units is -- here is surely an ideal time and place for taking stock of the development of each individual. The educative process can be too concerned with teaching and not enough concerned with considering 'for what?' After all, it is the individual who is being taught; he is the 'for what'. It is therefore paramount that we know about him as a person -- about his potentialities and deficiencies, about his individuality. At no other age in the ten to sixteen cycle is he more eager to know himself. At no other age is he more ready to set to work and do something about what he learns of himself.

"Here is a place for serious study and appraisal of each student, a way station for overhauling and tuning up. Fourteen, already striving toward self-understanding and self-acceptance, would be an enthusiastic ally in a campaign which should not only contribute to present school success and personal happiness, but could do much to stem the tide of maladjustment and delinquency."

In an April 7, 1964, letter from the Gesell Institute of Child Development, the authors state that they feel even more strongly than ever the desirability of having a separate ninth grade school for fourteen-year-olds.

In an April 15, 1964, letter from the Warsaw Community Schools, Warsaw, Indiana, the Superintendent of Schools makes the following statement: "We, with fear and trembling, departed from tradition and established a separate ninth grade junior high school two years ago. We have approximately 300 in the freshman class, and I believe the establishment of this separate school has been the finest single thing we have done in the twenty years I have served this community.

"Formerly the 9th grade students were housed with the 7th and 8th grade pupils. You are, of course, cognizant of the physiological and psychological differences of these pupils with the attendant problems, and also the problems that occur when 9th graders are placed with senior high students.

"Since we have inaugurated this program, to put it in street language, the 9th graders have 'no one to push around and no one to push them around.'

"Major discipline problems are almost non-existent in either school since the change has been made. The pride the 9th graders evidence in their own separate school is heart-warming.

"The Nation's Schools is running a feature story on the local Freshman High School before too long and they may be willing to provide you with advance tear sheets."

I. EDUCATIONAL VALUES OF THE RAMSEY PLAN

A. INTEGRATION

All children need contact and acquaintance with children of different races and cultures so that they can come to a deeper understanding of themselves and their relations with others. All children need to realize the diversity of the world around them so that they can develop healthy and mature values. We believe that there is an educational value to being exposed to a broad spectrum of socio-economic, cultural, and ethnic groups; therefore, the benefits of integration accrue to the dominant as well as to the minority groups.

B. CURRICULUM

Under the plan, there will be greater opportunity of continuity and uniformity of the educational program.

With the adoption of the 10-period day (8 teaching periods) the student will be able to take advantage of increased flexibility of the program.

In a ninth grade school a greater diversity of curriculum offerings is possible because of the larger numbers of students at one grade level. For example, there are not enough students with ability and interest for one Russian class in any one of the present junior high schools. Under the Ramsey Plan, Russian I could be offered in the ninth grade. A greater range of offerings could also be made in art, music, health, and other areas of the elective program.

C. SPECIALISTS

With a larger faculty focusing on one grade level, it is possible to utilize teachers in their major field to a greater extent than at present.

D. ARTICULATION WITH THE HIGH SCHOOL*

With all the ninth graders in one school, it becomes administratively feasible for the teachers within departments at the high school and the ninth grade to work closely on curriculum articulation, in-service training, etc. One decided advantage from this closer articulation would be that students entering High School would have received similar exposure to educational experiences, such as: grading standards, level of instruction, testing procedures, and homework practices. Adjustment to High School would be less in terms of acquaintance.

Orientation of the ninth graders to High School could be improved under this plan by uniformity of presentation of the High School program and the opportunity of focusing on one campus. There will then be opportunities for improved communication between the ninth grade and High School counselors.

As all the fourteen-year-olds in Berkeley will have spent one year together before going on to High School, and as they will have had similar educational experiences, the transition to High School will be less difficult than under our present system. Similarly, students coming from our elementary schools will be introduced to two parallel junior high school programs instead of the present three widely differing schools. This system should provide an earlier contact and acquaintance with diverse groups which would lead to a more positive social adjustment in the intermediate years.

---

* High School refers to both Berkeley High School and McKinley

IV. PROBLEMS IN IMPLEMENTATION

A. A lopping off of one-third of the junior high school experience, so valuable according to Dr. Gertrude Noar, an advocate of the three-year junior high school, will be a disadvantage of the Ramsey Plan. Dr. Noar did feel, however, that the advantages of integration in a ninth grade school outweighed the difficulties.

B. In the first year a disruptive situation might exist because of possible attitudes of incoming students:

1. Attachment to their old school
2. Disappointment in not being able to assume their traditional role of leadership
3. Realization of the short span of time in the new school--a "why care" attitude
4. Adjustment to many new situations within a short time

C. Safeguards to insure an orderly transition and to combat the difficulties involved are these:

1. A carefully planned orientation of parents and students to be held before school begins if possible and if not, during the first week of school
2. In-service training for faculty
3. Use of the curriculum to foster positive attitudes towards the difference in composition of the student population
    - Social Studies - Discussion of prejudice and discrimination
    - Science - Origin of race
    - Music - The writing of a school song
    - Art - Special school spirit posters
4. Careful attention to school morale
    - Assemblies
    - Elections
    - Activities
    - Building traditions in a new school
5. Development of some type of group organization to enable the student to identify with one faculty member other than the counselor, for example, the homeroom teacher.
6. Development of a program of student social service in which students help other students and serve the school
7. Pre-planning of the student body government
8. Change of the name of Burbank Junior High School

V. FEASIBILITY

A. HOUSING

The present enrollment at Burbank for the 7th, 8th and 9th grades is 1,096. On the basis of the present enrollment of the three 8th grade classes at Willard, Garfield, and Burbank, the total 9th grade enrollment for the fall of 1964 will be 1139. From the standpoint of our present enrollment, it can be seen that very little adjustment would have to be made to accommodate another 43 pupils.

One serious complication which must be carefully considered, however, has been presented by the architects of our new building at Burbank. The phasing of the building program has been changed and calls for the tearing down of the present administrative and counseling offices, the old auditorium and three additional classrooms. To compensate for this loss, it has been proposed that we adopt the Berkeley High School schedule, which in effect adds one additional period to the school day. By so doing, it would be feasible to operate a 9th grade school. It must be pointed out, however, that close to 100% utilization will have to be made of each classroom. This will mean that an increased number of our teachers will have to "float"; that is, teach in a number of different rooms during the day.

Another factor in the building situation is the complete elimination of the girls' outdoor play field. All girls' gym classes will have to be organized in the girls' old gym, or they will have to share part of the boys' limited outdoor space.

A final point which must be taken into consideration is that for at least one year the Burbank Campus will split into two parts because of the new building program. The girls' gym, the administration, counseling, nurse and attendance offices, shops, bungalows, and six classrooms will be on the west side of campus while the new auditorium, the library, cafeteria, and twenty-two classrooms in the new building will be on the east side of the campus. The new construction will completely split the campus on the block between University and Addison Streets.

The travel pattern between the two parts of the campus will be east and west along University Avenue and east and west along Addison Street. We have been assured by the architects that necessary heat, light, water and sanitation facilities will be completely operable during the building program.

All the above situations would exist regardless of the plan of school organization next fall.

B. STAFF

Teachers and counselors at each junior high school were polled to determine where they would prefer to be assigned in the event that two intermediate schools and one ninth grade school are established in Berkeley. Less than a dozen staff members at the three schools are NOT included in this survey. (Administrators were not considered.)

See chart on following page.

1. TEACHER PREFERENCE FOR ASSIGNMENT

	9th Gr. School	Garfield	Willard	As * Assigned	Berkeley High	7th ** Graders	Leaving***
BURBANK							
Teachers	23	8	2	5	2	2	4
Counselors	4		1		1		
Librarians	1						
GARFIELD							
Teachers	6	39	1				7
Counselors	3	3		1			
Librarians		1					
WILLARD							
Teachers	12		23	2	4	1	2
Counselors			1				1
Librarians			1				

* These teachers are willing to go to any one of the three schools.

** These teachers prefer to teach 7th graders.

*** These teachers are either resigning or going on leave.

2. Credentials

Credentials present no problem as teachers with a junior high school credential can teach in the ninth grade. * Only two teachers at Burbank, four at Willard and none at Garfield have elementary credentials. These six teachers prefer to teach at an intermediate school.

* Source: EDUCATIONAL CODE VOLUME 1, 1961, Section 13135 - Minimum Standards for Junior High School Credential

"The minimum standard for the junior high school credential shall be four years of collegiate training, including a baccalaureate degree secured in an institution accredited by the State Board of Education for this purpose, and such additional requirements as may be prescribed by said board.

"This credential shall authorize service as a teacher in grades seven, eight and nine of any elementary or secondary school."

EDUCATIONAL CODE VOLUME 1, 1963, Section 13192 - Services Authorized by Standard Teaching Credential With Specialization in Secondary Teaching - Sections a, c, d

Provisions similar to those under Section 13135

3. Classes

A rough estimate of the number of classes that will be needed in the various subjects in the two intermediate schools and the one ninth grade school was made. Then the number of teachers available, as of June 30, to staff these classes was studied.

From the two surveys: one, the teacher preference, and two, the estimate of number of classes needed, certain facts became evident.

a. Most junior high school teachers prefer to teach in the schools in which they are now assigned.

b. Some teachers prefer a school other than the one to which they are now assigned. It appears that the opportunity will exist for these latter teachers to teach in the schools of their choice without displacing any of the teachers who wish to remain there. Adjustments will need to be made in some subject areas such as languages. The result may be that a few teachers may have to be transferred from the school to which they are now assigned.

c. The ninth grade school can be almost completely staffed with the number of teachers who have indicated a preference to teach there. Staff turnover plus openings created by teachers transferring to the schools of their choice will result in most of the vacancies being at the two intermediate schools. Therefore, new teachers should be hired for these schools.

C. ADMINISTRATION

Administrative responsibilities in relation to the making of curriculum, the actual programming of the students, and the securing of instructional materials will require careful consideration and planning in relation to such problems as:

1. Providing a curriculum satisfying all course requirements as set by the State and recommended by the District
2. Offering electives to meet the demand and wishes of the students
3. Planning individual programs to meet the needs of all the students in the two 7th and 8th grade schools as well as the individual programs for the ninth grade
4. Arranging class sizes to permit the teacher to meet the individual needs of the students
5. Securing necessary books and supplementary materials for all subjects. This includes the revision of and addition to the books in the three present junior high libraries.
6. Equipping laboratories for science classes, language laboratories, and classes in art

7. Transporting and making readily available materials for print, wood, and metal shops, as well as foods and clothing classes

8. Making P. E. facilities functional for physical education program

   a. Lockers
   b. Land area
   c. Equipment for school programs
   d. Equipment and transportation for intra-mural and inter-school programs

9. Providing music, musical instruments and reference materials for a reconstructed music program

D. ORGANIZATION OF COUNSELING

1. There should be a head counselor who remains at each school.

2. The following are possible plans for other counselors:

   a. Rotation with grades 9 through 12

      Advantages: The counselors would get to know each student very well in four years. They would be completely familiar with the high school program.

      Disadvantages: At the 9th grade level the counselors would face a new school, new faculty, and new students. Junior high counselors would know their students for only two years.

   b. Rotation with grades 7 through 9

      Advantages: The counselors would move with the students to the 9th grade school and would provide a familiar link, thereby making for an easier adjustment.

      Disadvantages: The 9th grade counselors would not know the high school program as well as under the 9 through 12 system.

E. TRANSPORTATION

Under the Ramsey Plan, some children would be traveling longer distances than they have traveled before. However, all children will find public transportation available.

Children living in the Hillside area who now use the bus to go to Garfield would, under the Ramsey Plan, have to change at University and Shattuck to go to Willard. The actual route is not any longer than the present trip to Garfield, however.

Children in the Whittier and lower Hillside area who now walk to Garfield would have to take the No. 40 bus to Willard.

Hardest hit are the children in the Columbus area who may have to make two transfers.

There is, however, the possibility that the AC Transit Company will make some adjustments in its routes to accommodate this new situation.

There is the further possibility that the Board could hire a charter bus to make a circular route around the three schools. This service would cost $40 a day for one trip, $50 for two trips, $60 for three trips, and so on. Perhaps the children could still pay 10¢ a ride and the District could pay the remaining cost.

TASK GROUP NO. 1 - RECOMMENDATIONS

A. We recommend the adoption of the Ramsey Plan, which is two 7th and 8th grade schools and one 9th grade school. Exact boundaries should be determined which would produce an approximate racial balance between Willard and Garfield.

We further recommend that the 9th grade school be closely linked with the high school in curriculum and counseling but have a separate administration.

B. It is feasible to put the plan into operation in September, 1964, only if the Board approves the securing of proper personnel to be available at the appropriate time to solve the following difficult problems:

1. Adjusting the 7th, 8th and 9th grade curriculum to the Ramsey Plan
2. Constructing a master program for two 7th and 8th grade schools and one 9th grade school
3. Assigning faculty and counselors
4. Making programs for 3,400 students, including the transfer of information about 6th graders among counselors
5. Providing appropriate instructional materials, including the shifting and purchase of necessary books and additional equipment
6. Implementing the recommendations of Task Group No. 1 relative to insuring a smooth transition.

TASK GROUP NO. 2 - INTEGRATION

INTRODUCTION

The Berkeley School Board has publicly recognized that de facto segregation exists in the Berkeley schools. Our committee has attempted to study the effects of segregation. We have tried to determine whether segregation is in conflict with the goals of democracy and education, and whether these conflicts, if any, can be solved within the framework of Berkeley's existing school situation. In addition, we have attempted to investigate whether the act of desegregating the schools, if this seems indicated, has positive effects, and if so, which students are affected. In other words, is desegregation beneficial only to the minority (lower-class Negroes and whites) or to the majority (middle-class whites and Negroes) as well.

Attempts to answer the above questions through consultation with recognized authorities in the fields of sociology and education and a careful study of the literature and research on the subject has occupied the major portion of our time.

Our conclusions, on the basis of our research and consultations, are that segregation is ultimately damaging to all children and inconsistent with the roles and goals of American democracy and education; and that integration is ultimately beneficial to all children and puts into practice sound educational principles.

As a result of the above conclusions, we recommend total integration of the Berkeley elementary schools. Our recommended plan, which involves redistricting and the establishment of primary and intermediate elementary schools, is far from ideal. Yet, it appears to us to be the most feasible for Berkeley in terms of the city's demography, facilities, and educational policies. It also reflects a careful consideration of educational research and resultant criteria for school integration.

Our treatment of this difficult and vital subject has been conscientious, and we hope that we have been able to answer some of the questions which concern the Berkeley staff and community.

I. WHY CONSIDER INTEGRATION?

We have examined those factors in public education which contribute to or deter acculturation and academic achievement on the part of students from lower-class or minority group backgrounds. The major question which our research has led us to consider is whether we can have equality of opportunity and an adequate educational program in segregated (de facto or de jure) schools. In order to treat this question we first had to view the school in terms of its role in American society.

A. THE ROLE OF PUBLIC EDUCATION

Public education in the United States has as one of its main functions the widening of opportunities for achievement regardless of circumstances of birth. Education is often regarded as "the great equalizer of the conditions of men--the balance-wheel of the social machinery." (1)

B. THE CHANGING AMERICAN ECONOMY

The need for people with highly developed abilities will continue to increase, while the need for unskilled labor will continue to decrease. Our constantly changing technologies underscore this need. Economic conditions demand that greater numbers of individuals be educated and adopt some of the values we call "middle-class." (2)

C. THE AMERICAN TRADITION OF THE COMMON SCHOOL

"As a nation we have consciously used our school system as a means of integration our population for well over a hundred and twenty-five years. The term, the 'common school', used to describe the American system, was originally designed to express a philosophy of American education in distinction to the type of school systems which existed and still exist in England and much of Europe. The idea of the common school was that it should be a school which would be common to all Americans. That is, all Americans regardless of variation in background should attend the same school. The purpose of the common school was to encourage the children of lower-class Americans and of foreign immigrants to become Americanized, socialized to the educational culture of middle-class America." (3)

D. THE UNITED STATES SUPREME COURT DECISION

The United States Supreme Court by a unanimous decision in 1954 declared that "separate educational facilities are inherently unequal." This decision was, of course, in regard to segregation de jure. However, many have viewed it in terms of its implications regarding de facto segregation.

Professor Kenneth Clark drew the following conclusions: "....the United States Supreme Court has clearly stated that segregation itself damages the personality of human beings... Northern schools are bound to put their own houses in order, if they are to obey the spirit of this decision." (4)

E. ACTIONS IN CALIFORNIA - LEGAL OPINION, RULES, REGULATIONS

In California we are guided by the opinion of the Attorney General which was offered on August 15, 1963, at the request of the President of the State Board of Education. Attorney General Mosk spoke on the question of whether a school district may consider race as a factor in adopting a school attendance plan if the purpose of considering the racial factor is to effect desegregation in the schools. The Opinion states:

> "The governing board of a school district may consider race as a factor in adopting a school attendance plan, if the purpose of considering the racial factor is to effect desegregation in the schools, and the plan is reasonably related to the accomplishment of that purpose." (5)

The Attorney General has further assured the Superintendent of Education of the constitutionality of the regulations of the State Board of Education which appear in the California Administrative Code, Title 5.

Section 2010 provides:

> "It is the declared policy of the State Board of Education that persons or agencies responsible for the establishment of school attendance centers or the assignment of pupils thereto shall exert all effort to avoid and eliminate segregation of children on account of race or color." (6)

Section 2011 provides:

> "For the purpose of avoiding, insofar as practicable, the establishment of attendance areas and attendance practices which in practical effect discriminate upon an ethnic basis against pupils or their families or which in practical effect tend to establish or maintain segregation on an ethnic basis, the governing board of a school district in establishing attendance areas and attendance practices in the district shall include among the factors considered the following: (a) the ethnic composition of the residents in the immediate area of the school, (b) the ethnic composition of the residents in the territory peripheral to the immediate area of the school, (c) the effect on the ethnic composition of the student body of the school based upon alternate plans for establishing the attendance area or attendance practice, (d) the effect on the ethnic composition of the student body of adjacent schools based upon alternate plans for establishing an attendance area or an attendance practice, (e) the effect on the ethnic composition of the student body of the school and of adjacent schools of the use of transportation presently necessary and provided either by a parent or the district." (7)

F. THE MORAL BASIS

Many Americans agree with the principle that it is morally wrong to segregate or discriminate on the basis of race. Yet there is often a reluctance to put this moral precept into practice.

G. POLITICAL NECESSITY AND THE AMERICAN DREAM

Negroes have become impatient with discrimination in housing, employment and with segregated schools. They have lost faith in the Nation's intent to give them first-class citizenship. They are convinced that separate schools are not equal. They wonder why, in addition to all other injustices, they have been stripped of a good education, the major weapon needed to combat the low socio-economic status which has been their lot.

II. WHAT ARE THE EFFECTS OF SCHOOL SEGREGATION?

The following paragraphs, which represent precis of research studies, treat some of the effects of school segregation.

A. SCHOOLS FOR PREJUDICE

Research shows that children learn prejudice from social situations in which they live. By the age of fourteen, prejudiced attitudes appear to be already well cemented. These findings would suggest that we need to make every effort to give elementary school children the opportunity to live and work together democratically and to develop respect for one another without regard to race.

Raab and Lipset, in their study entitled "The Prejudiced Society," discuss the segregated school as a breeding ground for prejudice. Their documented study shows that the learning of prejudice is effected primarily by the kinds of social situations in which people live. Consequently, segregated communities are "Schools for Prejudice." They state that the pattern of community practices is the basic remedial target and that when the pattern of community practice changes, the prevailing pattern of attitudes will change accordingly. They cite studies which show that specific attitudes change favorably after desegregation, and that it is not necessary to wait for changes in attitude before desegregation. (8)

B. WEAKENING OF DOMINANT CULTURAL VALUES

In analyzing the segregated school, Martin Deutsch concluded that "...the more constricted an individual's social frame of reference and the greater its distance from the cultural mainstream, the less meaningful and the less effective are the dominant cultural values that impinge on him in the schools and other social institutions." (9)

Alan Wilson supports this argument when he observes that, "Because of the segregation of social classes, school societies tend to develop differing norms, values, and social structures." (9a)

C. CONSIDERATIONS IN A DEMOCRACY

As an instrument of democracy, the schools should work to reduce class and race barriers rather than to reinforce them. Havighurst contends that the lower-class or racially segregated school reduces the democratic quality of our society, since many of the characteristics which we regard as essential for a democracy are systematically undermined by segregation. One of those mentioned is the opportunity for upward social mobility. (10)

Havighurst further comments that limiting the school program to improvement of segregated schools is a tacit admission that "separate-but-equal" education is enough for Negro and lower-class youth.

D. SEGREGATION AND ITS PSYCHOLOGICAL EFFECTS

The Supreme Court decision outlawing school segregation was based primarily on considerations of ego development. It recognized that schools and other public facilities cannot be "separate and equal" because enforced and involuntary separateness that is predicated on purely arbitrary criteria necessarily implies an inferior caste status, and thereby results in psychological degradation and injury to self-esteem.

The ego development of segregated Negro children has suffered because of the inferior caste status which is assigned to them by virtue of their segregation. Consequences of this inferior caste status express themselves in lowered self-esteem, lack of confidence and low educational and vocational aspirations. (11)

A study by Wilbur Brookover which deals with the influence of self-concept on academic achievement presents data to the effect that self-concept may have as much effect on academic achievement as does socio-economic status. (12)

The Ausubels conclude from their study of "Ego Development Among Segregated Negro Children" that significant changes in the ego structure of Negro children are needed, and that these can be brought about in two complementary ways:

> "Before Negroes can assume their rightful place in a desegregated American culture, important changes in the ego structure of Negro children must first take place. They must shed feelings of inferiority and self-derogation, acquire feelings of self-confidence and racial pride, develop realistic aspirations for occupations requiring greater education and training, and develop the personality traits necessary for implementing these aspirations.
>
> "Desegregation....is an important and indispensable first step in the reconstitution of Negro personality, since the school is the most strategically placed social institution for effecting rapid change both in ego structure and in social status. A desegregated school offers the Negro child his first taste of social equality and his first experience of first-class citizenship. He can enjoy the stimulating effect of competition with white children and can use them as realistic yardsticks in measuring his own worth and chances for academic and vocational success. Under these circumstances, educational achievement no longer seems so pointless, and aspirations for higher occupational status in the wider culture acquire more substance."(13)

E. SEGREGATION AND THE ASPIRATION AND ACHIEVEMENT GAP

Brookover and the Ausubels in the above paragraphs directed themselves to a consideration of the psychological effects of segregation. Seymour Lipset, Alan Wilson, Patricia Sexton and Robert Havighurst have studied the effects of segregation on achievement.

According to Havighurst, the lower-class (Negro or white) school has some serious damaging consequences. Havighurst compared the records of junior high school students in River City who came from contrasting elementary schools, one a mixed-class school and the other a lower-class school. He found that pupils from a lower-class elementary school did not achieve as well as children of the same socio-economic level who had attended mixed class schools. (14) III.

Havighurst also determined that pupils in a lower-class school have lower educational aspirations than they would if they were in a mixed-class school. (15)

Alan Wilson's studies support these propositions. In his studies of Bay Area high schools and elementary schools he found that scores on scholastic aptitude tests and plans to enter college were related to both family social status and to the school climate. He found that a boy with a given I.Q. is less likely to achieve and less likely to want to go to college if he is in a lower-class segregated school than if he is in a mixed-class school. (16)

In summarizing his research, Wilson noted that school climate affected pupils' educational and vocational aspirations. For example, the proportion of students from similar family background who aspired to attend college varied with their high schools and the prevailing milieu. In their median grades as well, students from comparable backgrounds reflected the climate of the school. (17)

Patricia Sexton in her study of Detroit schools found that the academic gap between high-status and low-status schools becomes greater with each passing grade. The following chart from Sexton's Education and Income illustrates this thesis:

TABLE 3 - IOWA COMPOSITE SCORES AND MAJOR INCOME GROUPS (18)

Major Income Group		4th Grade	6th Grade	8th Grade
I	($3000-)	3.48	5.23	6.77
II	(5000-)	3.73	5.61	7.38
III	(7000-)	4.42	6.47	8.22
IV	(9000-)	4.84	7.05	8.67
Difference between groups I and IV		1.36	1.82	1.90

It becomes apparent from the above chart that success in school subjects at higher levels is dependent upon the learning achieved at lower levels. Within a few years, the child in a lower-class segregated school is retarded in basic skills.

As Lipset further points out, "Integration at the elementary school level has the special advantage that the culturally created differences in educational ability among those of different backgrounds are much less than they are at the junior high or high school level. Educational tests show that differences among children of different races and social classes, which are relatively narrow in first grade, widen year by year, as one group attends a high achievement culture and the other a low culture school. It is easier to prevent such gaps in learning ability by integrating in the first grade than to try to remedy them in the seventh or tenth grade." (19)

WHAT ARE THE EFFECTS OF SCHOOL INTEGRATION?

School districts throughout the country have taken action to desegregate their elementary schools. We can look to their experiences for information on the academic, social and psychological effects of desegregation.

A. BAILEY SCHOOL, WHITE PLAINS, NEW YORK

A Princeton Plan was adopted in this community in 1951. Prior to that time schools were districted on a neighborhood basis and the schools were almost completely segregated. The Negro-white ratio was about 50-50 then. Today the Negro population comprises 35% of the district.

During the first two years of their redistricting plan the emphasis was on desegregation rather than integration. Within two years of the inauguration of the Princeton Plan, efforts were made to integrate the schools; i.e., in-service training, community workshops, reassessment of hiring procedures, small class size, and grouping procedures which reflect the entire community in each class.

The results of ten years of integration as reported by Aaron Lipton, Principal of Bailey School are:

1. Attitudes have improved immeasurably among all children
2. Teachers are now working towards meeting the needs of children rather than the opposite
3. The community, both Negro and white, has expressed wholehearted approval (with very few pockets of resistance).
4. Children's achievement levels have risen significantly for both advantaged and disadvantaged children. (20)

B. LOUISVILLE, KENTUCKY

Stallings compared the scores of white and Negro children of Louisville, Kentucky in grades 2, 6 and 8 in 1955-56, the year before desegregation, with the scores of children in those grades from 4 to 12 months after desegregation, depending on when the tests were administered. Stallings summarized his findings thus:

1. The white pupils gained 1.2 months in the second grade; 0.9 month in the sixth grade; and in the eigth grade, where the analysis was by subject areas, the average gain was two months.
2. The Negro pupils gained 3 months in the second grade, 5 months in the sixth grade, and an average gain of one month in all subjects in the eighth grade. Test results over the previous nine years failed to show another instance where such substantial gains were evident in three grades.

Stallings also interviewed 15 pupils and 60 professional staff members. Only one of the 75 persons interviewed felt that integration had had an unfavorable effect on the motivation of pupils or teachers. (21)

C. WASHINGTON, D. C.

The interim reports which have been presented by the Superintendent of Schools of Washington, D. C. indicate that since the inauguration of school desegregation, there has been measurable improvement in the average achievement of both white and Negro children. (22)

As we attempted to determine the reasons for the above documented achievement gains in integrated schools, we were led to consider the research concerned with the effects of school climate on academic achievement and aspirations.

The pioneer work of Otto Klineberg in the 1930's clearly established the fact that intelligence test scores will improve as children move from a deprived, inferior educational situation to a more positive and stimulating one. (23)

Robert Herriott in the Harvard Education Review points out that a student's academic aspirations are very much related to the expectations of "significant others." (24)

Alan Wilson in his Berkeley study defined these "significant others" as the students' peers, parents and teachers. Wilson's data supports the following conclusions:

> "Because of the segregation of social classes school societies tend to develop differing norms, values, and social structures. In the middle-class schools parents and teachers supervise children more closely and have high academic expectations for them. A result of this strong intergenerational control is a more fragmented peer-group structure and a greater saliency of adult values for the children. In the working-class schools values are more readily communicated laterally among peers. Attitudes towards schooling are largely irrelevant to the students' assessments of one another, and teachers, although concerned about academic achievement, tend to normalize a lower level of achievement.(25)

Alan Wilson shows that Negro children in integrated schools in Berkeley do much better in learning to read than do Negro children from similar class backgrounds and levels of measured intelligence who attend predominantly Negro schools. He reports similar findings from a study of students in thirteen Bay Area high schools. He found that those high school students from lower-status homes, white or Negro, are much more oriented towards achievement in integrated school environments.

Gordon Liddle's study in Illinois confirms Wilson's findings:

> "Usually children of a given social class did better academically if they attended an elementary school in which a majority of the children were from families of high social status... (26)
>
> "...however strong the influence of the individual family on aptitude and aspiration, it tends to be strengthened (or weakened) by the school. (27)
>
> "...the proportion of students from comparable social levels who aspired to attend college tended toward the mode of their elementary school. (28)

Natalie Rogoff studied the effects of school milieu on achievement using a nation-wide sampling technique. She found that the financial resources of a school and community are highly correlated with academic achievement, but beyond this, the social class composition, and the academic climate of the school, affect achievement and educational plans. (29)

The research of David and Pearl Ausubel indicates that Negro children and lower-class children who attend schools with a heterogeneous social class and racial population are in a more favorable developmental situation because the unfavored group is stimulated to compete more aggressively with the more privileged group in every-day contacts and in aspirational behavior. In their self-judgments, they compare themselves with actual models who, in fact, are only slightly better off than they are. Negro children in segregated schools, according to the Ausubels, are not only deprived of this stimulation, but in comparing themselves with other children, paradoxically feel more depressed and less able to compete adequately because they must use idealized mass media models as the basis for comparison.(30)

IV. WHAT PLANS HAVE BEEN USED TO ACHIEVE INTEGRATION AND HOW EFFECTIVE HAVE THEY BEEN?

The studies in the previous section point to the positive effects of integration in improving self-image, increasing motivation and raising aspirational and academic levels. This committee has examined a number of desegregation plans presently in operation in order to determine the most feasible plan for Berkeley. These plans are discussed on the following pages.

A. OPEN ENROLLMENT

1. New York City

In an article on school integration in New York City, Ellen Lurie, member of the School Board of New York City, cites the failure of open enrollment:

a. Too few pupils were involved--relatively few of the eligible students applied.

b. Administrators in receiving schools complained of rearranging time schedules, since some children arrived late and left early; difficulty in working out lunchroom procedures.

c. Some administrators complained that discipline cases were shunted to them by weary fellow principals in sending schools.

d. Sending schools were stamped as second-class schools and stigmatized as such.

e. Puts the complete burden of transfer on minority children, reinforcing the whites who feel they have to sacrifice in the integrating process.

f. Better students wanted to transfer, leaving sender schools depleted of high achieving students.

In summary, it was stated that, "It (open enrollment) provides a politically expedient, relatively cheap method to get the more vocal parents off the board's back and their children out of segregated schools." (31)

2. Oakland

Investigation of the Open Enrollment plan in Oakland revealed that it does not achieve integration. Out of a school population of approximately 64,000 pupils, there was a total of 1,140 transfers for the current year, not all of which can be attributed to open enrollment. Included in this figure are the students who sought transfers because of family moves from one district to another. The greatest movement occurred at the junior high level, with only 284 Negro students leaving predominantly Negro schools to attend predominantly Caucasian schools. On the other hand, 12 Negro students left predominantly Caucasian schools to attend predominantly Negro schools. (See chart -- footnote 32)

For the school year, 1964-65, the Oakland District announced only 200 high school vacancies, all of which are at McClymonds, an almost totally Negro school. For these vacancies, only 10 applications were received in March during the four-day open enrollment period. Three hundred and eighteen applications were received for the 390 junior high school vacancies; however, out of a total of 1,100 vacancies in 22 elementary schools, only 87 applications were received for seventeen of these schools. Therefore, open enrollment will make no appreciable change in the school composition for 1964-65. (See chart - footnote 33)

B. THE PRINCETON PLAN AND ITS VARIATIONS

While some school districts have used open enrollment in their attempts to bring about school integration, other districts have employed different teachniques. One of these approaches is usually referred to as the Princeton Plan.

1. Princeton, New Jersey

In 1947, the Princeton School Board adopted a recommendation of the Superintendent of Schools to integrate elementary schools in this community of approximately 12,000 people, of which approximately 11% were Negro. The plan essentially was the following:

a. A predominantly Negro and a predominantly Caucasian school (both K-8) were paired, so that all the children of both schools in grades K-5 went to one school and all children in grades 6-8 went to the other.

b. This permitted each school to reflect the white-Negro ratio in town.

c. Transportation was no problem. There was no need for bussing, as the city covers appproximately 1.76 sq. miles.

d. Faculties of the two schools were integrated. Previously the Negro school had a Negro faculty, and the other school had a Caucasian faculty.

e. The one high school (9-12) was already integrated.

This plan went into effect seven years before the historic Supreme Court decision of 1954 because, according to the report of former Superintendent B. Woodhull Davis, it was the right thing to do--it was just.

The plan represented complete community action carried out quietly and effectively. There had not been organized agitation from the Negro community for the plan, and there was no organized protest against it. There was virtually no exodus to private schools, according to reports received. (34)

2. Highland Park, Michigan

In another modified version of the "Princeton Plan," this community of 39,000 people adopted the following procedure:

a. One elementary school (K-6) was 90% Negro and was a small school. It was made into a primary school housing children in grades K-3.

b. A predominantly Caucasian school in a neighboring district became a 4-6 grade school, but a boundary change was necessary to increase the number of white students and to make better use of facilities.

c. The two junior high schools and one senior high school were already integrated.

Superintendent of Schools, Norman P. Weinheimer, indicates that this plan worked well. Further, since the plan was adopted three years ago, the housing pattern has changed, so that most of the other schools in Highland Park have integrated quite well. (35)

3. Englewood, New Jersey

The study of the situation in Englewood, New Jersey, provides really significant information for Berkeley. Englewood was torn with claims and counterclaims, studies, court litigation, sit-ins, etc., leading to racial tension which almost erupted into violence. One could best understand what happened in Englewood by examining a chronology of events which began with the appointment of a factfinding body in September 1962, and ended with the Board finally implementing a plan in October 1963. In July 1963, the Commissioner of Education ordered the Board to present a plan by August 1 to be put into effect by September 1963. Although the Board's progress was interrupted during the summer with litigation, it finally followed the order of the Commissioner and began implementation of the following plan in October 1963:

a. Removal of all sixth grade pupils from schools near their homes and reassignment to a former junior high school building which was renovated for this purpose. This school was not previously in use.

b. The pupils in grades one through five from the segregated Negro school were removed from that school and reassigned to three other primary schools where Caucasians were predominant.

c. Thus, students from the segregated Negro school, with the exception of the kindergarten, were completely reassigned to other schools in the city, providing for total integration.

d. A pre-kindergarten class for four-year-olds was established at the school being used for the sixth grade pupils.

e. Extended educational opportunities were offered parents through an Adult Education program.

In explaining the program, Dr. Shedd, Superintendent of Schools, said that the educational values of a city-wide sixth grade program in Englewood go far beyond the elimination of de facto segregation at Lincoln School (the formerly segregated Negro school). He stated that consolidation of pupils and teaching personnel at this level offers tremendous opportunities for educational improvement which make it a justifiable and worthwhile venture regardless of the racial issue. Dr. Shedd lists the following immediate and direct benefits to all children who attend the Engle Street School (the integrated, city-wide sixth grade school):

a. More personalized instruction in reading and mathematics through non-graded programs and ability grouping.

b. Cooperative curriculum planning and pupil appraisal through teaching teams.

c. Centralization of all sixth grade library resources with personnel to man the library full-time

d. A full-time trained guidance counselor

e. Improved music program, including a sixth grade band and chorus

f. A stepped-up physical education program with separate classes for boys and girls

g. A wider variety of enriched art experiences including work with new media

h. Special assembly programs geared to the interests of eleven and twelve year olds

To implement the plan, the city is currently instituting the "non-graded" primary and intense in-service training for better teaching methods and intergroup education. Reports from Englewood indicate that the plan for integration is working well during its first year of operation, in spite of the fact that the Board was ordered to integrate during the summer of 1963 and had to place a plan in operation by the fall semester 1963. Englewood is a city of approximately 28,000 population in which one out of every four persons is a Negro. The issue centered around desegregating Lincoln Elementary School, which was 98% Negro. (36)

CONCLUSION: Evidence points to success in eliminating segregation where an integration plan is geared to the community. When the school assumes the leadership in integration, the community agrees.

WHY IS BERKELEY CONCERNED WITH SCHOOL INTEGRATION?

The previous sections examined the rationale and methods of desegration in other cities. We now wish to focus on the characteristics of the Berkeley school system.

A. EDUCATIONAL POLICIES OF THE BERKELEY UNIFIED SCHOOL DISTRICT

A Berkeley Unified School District publication, Educational Policies, March 6, 1964, clearly points out the close interdependence existing between education, the fostering of individual fulfillment, and our society of free people. In the Preamble of this document, our Berkeley Board of Education asserts that:

> "The history of our nation indicates that a society of free people is dependent upon the moral and spiritual values of a responsible and intelligent citizenry. A society like ours, dedicated to the worth of the individual, committed to the development of free, rational and responsible people, has special reasons for valuing education. Our deepest convictions impel us to foster individual fulfillment. We desire each individual to achieve the promise that is in him, to be worthy of a free society, and to be capable of strengthening that society.
>
> "Ultimately, education exists to serve our national purposes, but it serves most directly to provide an opportunity for each individual to develop to his fullest potential. To aid the individual in developing this potential, we must renew our efforts to remove all barriers to education--such barriers as poverty, prejudice, ignorance, apathy.
>
> "In our desire to provide equal opportunity, we do not ignore the fact that individuals differ greatly in their talents and motivations. Thus, there must be diverse programs within the educational system, each accorded respect and stature. Learning experiences must be provided which will help prepare each person to fulfill his intellectual, economic, and social needs." (37)

The Berkeley Board of Education makes it clear that it includes all people when it refers to a society of free people, the development of individual potential, and to equal opportunity in our school system, for it says:

> "We believe in the worth, the dignity, and the humanity of each individual...."(38)
>
> "...we believe... that all individuals should have equal educational opportunities though not necessarily identical educational experiences." (39)
>
> "We believe that the strength of our democracy depends upon the varied abilities of our many diverse peoples to meet challenges, to anticipate and solve problems, to work effectively...." (40)
>
> "We believe that education should help an individual to become aware of and to understand the many varieties of cultures in today's world, to relate positively to the diverse people in his community, and to contribute to and refine his own evolving cultural patterns." (41)

It is within this philosophical framework that we have studied some of the characteristics of the elementary schools in Berkeley.

B. PRESENT CHARACTERISTICS OF THE BERKELEY ELEMENTARY SCHOOLS

In looking at the three primary and fourteen elementary schools in Berkeley, one is struck by their varying characteristics.

1. Differences in Racial Composition

The following chart showing the racial composition of Berkeley's elementary schools was derived from 1963 data:

School (42)	Total Enrollment	Caucasian	Negro	Oriental	Other
Columbus	780	185 (23.7%)	566 (72.6%)	24 (3.1%)	5 (.6%)
Franklin	859	233 (27.1%)	531 (61.8%)	87 (10.1%)	8 (1%)
Franklin Prim.	143	29 (20.3%)	108 (75.5%)	3 (2.1%)	3 (2.1%)
Lincoln	775	7 (.9%)	750 (96.8%)	13 (1.7%)	5 (.6%)
Longfellow	933	64 (6.9%)	830 (89%)	28 (3.0%)	11 (1.2%)
LeConte	485	254 (52.4%)	181 (37.3%)	49 (10.1%)	1 (.2%)
Washington	616	287 (46.6%)	185 (30.0%)	123 (20%)	21 (3.4%)
Cragmont	632	585 (92.6%)	11 (1.7%)	36 (5.7%)	-
Cragmont Prim.	154	143 (92.8%)	1 (.7%)	10 (6.5%)	-
Emerson	315	301 (95.6%)	2 (.6%)	11 (3.5%)	1 (.3%)
Hillside	384	372 (96.9%)	2 (.5%)	10 (2.6%)	-
Hillside Prim.	197	189 (95.9%)	1 (.5%)	7 (3.6%)	-
Jefferson	742	437 (58.9%)	98 (13.2%)	200 (27%)	7 (.9%)
John Muir	411	400 (97.3%)	7 (1.7%)	4 (1.0%)	-
Oxford	332	310 (93.4%)	2 (.6%)	18 (5.4%)	2 (.6%)
Thousand Oaks	590	561 (95.1%)	15 (2.5%)	13 (2.2%)	1 (.2%)
Whittier	463	394 (85.1%)	21 (4.5%)	43 (9.3%)	5 (1.1%)

As these data show, four elementary schools and one primary school have pupil populations ranging from 61.8% to 96.8% Negro. On the other hand, ten primary and elementary schools contain predominantly white student populations ranging from 58.9% to 97.3%. These schools, furthermore, have only .5% to 13.2% Negro pupils.

Only two elementary schools in Berkeley reflect the racial composition of the total Berkeley School Community.

Data from the same research project indicate that the Negro enrollment in the Berkeley elementary schools has increased 1250% over a 25-year period, and that this increase in Negro enrollment has been taking place, for the most part, in one primary and four elementary schools. (43) Consequently, our elementary schools vary greatly in the racial distributions of their student bodies.

2. Lower-Class and Middle-Class Schools

Another characteristic of the elementary schools is the close association between racial composition and socio-economic status composition.

Alan B. Wilson of the University of California conducted a study of elementary schools in Berkeley in 1960 and described some of the social class characteristics of the elementary schools.

> "The fourteen elementary schools in the unified school district can be divided into three clearly distinct strata following the lines of residential segregation in the community. In the schools in the Berkeley Hills, surrounding the University, (Thousand Oaks, Cragmont, Oxford, Hillside, Emerson, and John Muir) the fathers of some three-fifths of the students are professionals or executives. Very few manual workers are to be found in the Hills. In the "Flats", on the other hand, where most of the Negro population of Berkeley is concentrated, the proportions are reversed. About four-fifths of the students in the Flats (Lincoln, Longfellow, Columbus, and Franklin) come from working-class homes. Between these extremes (both geographically and in terms of social composition) is a group of schools which are more heterogeneous (LeConte, Jefferson, Washington, and Whittier)--dubbed the "Foothills." (44)

In effect, Wilson found that six of the elementary schools (and their related primary schools) have predominantly Caucasian pupils from upper-class homes (where fathers are generally professional workers or executives) while four elementary schools have pupils with more heterogeneous social class backgrounds. It is important to note that these four elementary schools include the two which are racially integrated. Finally, four Berkeley elementary schools, and the primary school attached to one of them, are populated by predominantly Negro pupils with lower socio-economic backgrounds (where fathers are employed as semi-skilled or skilled workers).

As we can see, the socio-economic backgrounds of student bodies vary greatly between "Flat", "Foothills" and "Hill" schools.

3. Academic Achievement Differences

Berkeley elementary schools vary in the performance levels of their pupils. This variation in academic achievement can be seen clearly in the tables below. It is important to bear in mind that these are mean scores and give no information regarding range of scores or individual pupil achievement. It is not correct to infer from these tables that individual "upper-class" pupils achieve better in the "hill" schools than do "upper-class" pupils in the "foothill" schools. Research does not support such an inference.

Third Grade Reading Test Results

All third grade pupils in Berkeley took the Stanford Achievement Test, Elementary, Reading, Form L, during the first week of October, 1963, when they were at the 3.1 grade level. Test results are reported in school grade levels using norms based on total-group grade equivalents. (45)

School	Paragraph Meaning	Word Meaning
John Muir	4.9	4.5
Hillside	4.6	4.6
Cragmont	4.4	4.2
Emerson	4.4	4.2
Oxford	4.3	4.0
Whittier	4.1	3.8
Jefferson	3.9	3.9
Thousand Oaks	3.9	3.8
LeConte	3.5	3.4
Washington	3.5	3.4
Longfellow	2.6	2.7
Franklin	2.3	2.2
Lincoln	2.1	2.5
Columbus	2.1	2.3

Sixth Grade Reading Test Results

All sixth grade pupils took the Stanford Achievement Test, Intermediate Battery, during October 1963, when the pupils were at the 6.2 grade level. Results are reported in school grade level equivalents. (46)

School	Paragraph Meaning	Word Meaning
Hillside	7.9	8.2
Oxford	7.8	7.9
Cragmont	7.6	8.1
Emerson	7.6	8.0
Thousand Oaks	7.5	8.3
John Muir	7.4	7.8
Whittier	6.8	7.4
Jefferson	6.3	6.7
LeConte	6.2	6.9
Washington	5.6	6.1
Franklin	4.9	5.4
Lincoln	4.9	5.2
Columbus	4.6	5.1
Longfellow	4.6	5.1

Sixth Grade Arithmetic Test Results

All sixth grade pupils took the Stanford Achievement Test, Intermediate Battery, during October, 1963, when the pupils were at the 6.2 grade level. Results are reported in school grade level equivalents. (47)

School	Arithmetic Reasoning	Arithmetic Computation
Hillside	7.9	7.1
John Muir	7.4	6.8
Oxford	7.2	6.3
Emerson	7.2	6.1
Cragmont	7.1	6.4
Thousand Oaks	7.1	5.9
Jefferson	6.6	5.9
LeConte	6.6	5.8
Whittier	6.5	5.7
Washington	5.9	5.4
Franklin	5.2	4.9
Longfellow	5.1	4.8
Lincoln	4.9	4.6
Columbus	4.7	4.6

4. Differences in School Reputation

There is a final difference between the Berkeley elementary schools which is closely associated with the racial, socio-economic and academic achievement characteristics of the different schools. It is a well-known fact that certain elementary schools in Berkeley are looked upon as status schools. Conversely, the community labels other schools as inferior or "onus schools."

The differences in reputation between the seventeen primary and elementary schools in Berkeley does exist. It is, we feel, a direct consequence of the three distinguishing characteristics which have been identified above.

LUSION: A careful study of the Education Policies of the Berkeley Unified School District, together with the above analysis of the differences between elementary schools has led this committee to conclude that there is disparity between policies and practices in the elementary schools of Berkeley.

PLANS FOR ELEMENTARY SCHOOL INTEGRATION WHICH HAVE BEEN CONSIDERED BY OUR COMMITTEE

n our efforts to develop a proposal for elementary school integration which would be educa-ionally sound and feasible for Berkeley, we have developed a set of criteria for evaluating lans.

. CRITERIA FOR EVALUATING ELEMENTARY SCHOOL INTEGRATION PLANS

1. Improvement of the Instructional Program - An effective integration plan should improve the quality of the instructional program.

2. Involvement of the Total Community - An effective elementary school integration plan should involve the entire community to prevent any segment of the community from feeling "singled out" and to insure total commitment to success.

3. Racial and Socio-Economic Composition of Berkeley Schools - An effective plan of elementary school integration should create schools and classes which, as nearly as possible, reflect the socio-economic and racial composition of the entire community.

   Aaron Lipton, Principal of a successfully integrated school, feels that: "Each group or class within a school must have within it complete representation from its community. This means that each class must have children who range in intelligence, academic achievement, socio-economic level, emotional adjustment and home background in a manner which reflects the diversity of the community. The reasons for this are basically two: the omission of any children in terms of home background, race, and socio-economic status from any classroom sets up a pattern of segregation of one kind or another. Academic, racial or social segregation is destructive to all groups. The bright children develop a snobbery which leads to "snobocratic" attitudes rather than democratic ones. The average children lose motivational and inspirational direction by not being placed with bright children who help set a positive academic framework. Slow children tend to have their inadequacy feelings accentuated and their feelings of self-worth worsened by being placed in groups designated exclusively for them. Any attempt to eliminate some brighter children or some slower children from each group merely develops these problems to a greater degree. (A basic approach here must be to develop more positive attitudes in children towards their own levels of achievement and more acceptance and respect for the achievement of others among their peers.)" (48)

4. Best Use of School Facilities - A feasible plan of elementary school integration should provide for the best use of existing and planned school sites and buildings.

5. Continuous School Experience - A practical elementary school integration plan should permit a child to attend school in one building for as long as possible.

6. Neighborhood School Concept - A desirable plan of elementary school integration should, insofar as possible, allow each child to attend a school nearby.

. Transportation of Children - Any elementary school integration plan must be practical in terms of pupil transportation. A feasible plan should take into consideration travel distance, travel time, and transportation expense.

B. EVALUATION OF PROPOSED PLANS

The following plans were submitted to this committee for study and evaluation:

1. Washington School Plan - This proposal would divide Berkeley into four large attendance districts. Each school within these districts would house only one or two grades (K-2, 3-4, 5-6). Transportation would be provided. This plan is not recommended because children would be required to make too many moves during their elementary school careers and certain school plants would be unable to house the number of children assigned to them by this proposal.

2. Citizens Committee Recommendations

   a. Redistricting - Certain attendance area boundaries would be altered to bring about changes in the racial composition of various schools. This plan is not recommended because it does not involve the entire community and does not create desirable racial balances in schools throughout the district.

   b. Voluntary Limited Open Enrollment - Certain teams and pairs of schools are designated "sender-receiver schools," children from sender schools to fill announced vacancies at receiver schools. This plan is not recommended because it does not affect enough children, does not involve the whole community, and does not create a favorable racial balance in the schools. Also, research indicates that open enrollment has not been a successful step toward integration in other cities.

   c. Sister-School Concept - This plan seeks to bring about further interracial acquaintance and understanding through various after-school and some in-school activities which would bring together children from predominantly Negro and predominantly Caucasian schools. This plan is not recommended since it does not treat the problem of segregated schools.

3. The Esmer Clark Plan - This plan, among its many recommendations, proposes that a voluntary, experimental integrated school be established at Whittier School. This plan is not recommended because of its limited scope. We feel that total community involvement in integration is essential.

4. Princeton Plans - These plans involve the pairing of two schools for the purpose of public school integration. One school takes the primary grades and the other takes grades 4-6. This exact plan is not feasible in Berkeley because the pairing of one "Negro" and one "white" school in Berkeley would create an unfavorable racial balance in both schools. Also, "Negro schools" in Berkeley are considerably larger than the "white schools".

VII. WHAT ARE OUR RECOMMENDATIONS FOR INTEGRATING THE ELEMENTARY SCHOOLS OF BERKELEY

In the first four sections of this report, we examined the goals of American education; studied the damaging effects of school segregation; determined that integration has positive effects on students; and studied plans of school integration which are currently in use throughout the country.

In Section V we focused on Berkeley and observed a disparity between policy and practice as regards "opportunity for each individual to develop to his fullest potential."

Having concluded that policies and practices could be more closely aligned in integrated schools, we established a set of criteria for evaluating desegregation plans. On the basis of these criteria, we* recommend an elementary school integration plan which contains the following features:

A. EXPANDED NEIGHBORHOOD ATTENDANCE DISTRICT

It is recommended that the Berkeley schools be divided into four expanded neighborhood school attendance districts. The accompanying map and the chart below show tentative districts. Each district, as outlined on the map and chart, would contain two or more primary (K-3) schools and one intermediate (4-6) school. Primary children presently enrolled in proposed intermediate schools would be assigned to one of the primary schools in their district. Conversely, intermediate grade children presently enrolled in proposed primary schools would attend the intermediate school in their newly formed district. Thus, the children in the ten primary schools would be attending the attendance district primary school nearest their homes. They would be joined there by primary children coming from the four proposed intermediate schools.

As can be seen from the chart, the recommended intermediate school in each district is the largest school site (both in terms of school plan and school playground space) in that district. The rationale for this aspect of our proposal is that there is value in assigning younger children to smaller schools with smaller pupil populations. The proposed kindergarten schools are in keeping with this rationale.

Tentative Attendance District I	
Jefferson School	K-3
Thousand Oaks School	K-3
Franklin School	4-6

Tentative Attendance District II	
Oxford School	K-3
Washington School	K-3
Whittier School	K-3
Columbus School	4-6

Tentative Attendance District III	
Cragmont Kindergarten School	K
Hillside Kindergarten School	K
Cragmont School	1-3
Hillside School	1-3
Longfellow School	4-6

Tentative Attendance District IV	
Emerson School	K-3
John Muir School	K-3
LeConte School	K-3
Lincoln School	4-6

The only school which is not included in the above chart is the Franklin Primary School. It is our recommendation that this school be closed down and its pupil population absorbed by the primary schools in its newly formed attendance district. The sale or other district use of this school (which is of portable construction) could serve to offset some of the administrative and transportation costs which are inherent in this redistricting plan.

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* One of the six members of our committee does not subscribe to this integration plan and has submitted a minority report which is appended to this report as Section IX.

B. IMPLEMENTATION OF THE ABOVE PROPOSAL

Feasibility for implementation in September of 1964 is contingent upon the following:

1. Complete Racial Census of the Berkeley Elementary Schools

This census will determine how many children of each racial group reside in each block within the City of Berkeley. Such information is essential before the tentative school attendance boundaries can be finalized. This school census is now under way and will probably be completed by the time this report reaches the Board members.

2. Feasibility of the Proposed Use of Buildings

a. The California Administrative Code, Title 19, Section 76, and the Uniform Building Code of the City of Berkeley, Section 802(b), state that "rooms used for kindergarten, first or second-grade pupils, shall not be located above the first story except in buildings of Type I construction."

With the exception of three elementary schools, John Muir, Oxford, and Emerson, it seems feasible to use the buildings as proposed by: (a) in some cases limiting the use of the second floor to third grade classes only, and (b) raising three present buildings, LeConte, Washington and Jefferson, by the addition of steel doors.

The proposed District I has Thousand Oaks and Jefferson as primaries feeding into Franklin School. Using the statistics of third-grade pupil totals for October 1963, we find 154 pupils at Franklin, 83 at Thousand Oaks and 97 at Jefferson. If the 154 were divided equally between the two primary schools, Thousand Oaks would have 160 third-graders, or enough for five and a third classes. It is presently using only four classes on the second floor. The Jefferson 1952 building can be raised to Type I construction by the addition of steel doors.

District II has two schools, Washington and Whittier, which can be raised to Type I construction by relatively simple means, principally steel doors. Oxford, however, will have six classrooms on the second floor, and can be expected to need only three of these for third grades. It might be possible to consider using the other three classrooms for special classes such as those possible under Bill 464 and Point I and II. Whittier can also limit its third grade to the second floor with 5 classrooms in use there.

Cragmont School will be able to fill its second floor classes with third grades, with 107 third-graders now there plus half of Longfellow's 127. The new addition with its six floor could be made Type I. Hillside will also be able to keep its second floor for third-graders, with 100 now in the third grade and 64 expected from Longfellow.

District IV has LeConte, which can be raised to Type I construction by the addition of steel doors, Emerson, when replaced, which will have only four classrooms which need to be considered second floor classrooms, since the other two open on to an exit which is only a few steps up. The present building would use only three of the six second-floor classrooms for third grade. Another room could be used as the blind resource room. John Muir presents a problem, however, with eight classrooms on the second floor. Using the October figures, we can expect an enrollment of 90 in third grade, leaving a total of five classrooms which cannot be used for classes at that school.

b. Arrangements need to be made in order to alter present upper grade classrooms so that they may function as primary classrooms (and vise versa).

3. Arrangements Regarding Transportation to School

Arrangements must be made to provide necessary bus transportation for approximately 50% of the elementary school pupil population.

4. Additional Administrative Arrangements

The following are arrangements which must be handled before the proposed plan can be put into effect:

a. Arrangements for the hiring or assigning of crossing guards in primary schools

b. Arrangements for the moving of equipment, books, and materials to and from the newly defined primary and intermediate schools

c. Arrangements for the reassignment of teaching and other personnel

5. Costs of These Arrangements

The implementation of this program involves costs which are treated, insofar as possible, in the finance report of Task Group VI. We are aware that there are some costs which cannot be adequately estimated before the fact of implementation.

Implications of Delay Beyond September 1964

We have indicated the contingencies upon which implementation of our proposal rests. We wish now to stress the need to meet these contingencies as rapidly as possible. The postponement of necessary change has as its most negative consequence prolonged apprehension and unrest within the community.

C. FURTHER RECOMMENDATIONS

Our committee is aware that school desegregation in and of itself, is no panacea. Along with the integration of the schools, we recommend the following:

1. Effective in-service education for all staff members to enable them to work effectively with heterogeneous classes composed of children from all racial, ethnic, and socio-economic backgrounds

2. The development of new types of instructional programs such as ungraded sequences, team teaching, and necessary curriculum innovations to meet the needs of heterogeneous school communities

3. An effective public relations program to become one of the major activities of the Berkeley schools. An on-going procedure should be developed to inform the community of the rationale behind changes, and the nature of these changes. The community should, in addition, be informed as to the academic, psychological, and social effects of these changes, as this information becomes available through the course of continuous evaluation.

4. Parent education programs to be initiated, programs similar to the Franklin School McAteer Program to be investigated.

5. Continuous evaluation to determine the effects of all the above recommendations. Efforts should be made to involve the University in evaluation and study. Evaluation should take into account changes in the following:

    a. Achievement of pupils

    b. Aspiration of pupils

    c. Social attitudes of children, teachers and community members

    d. Population trends

    e. Housing patterns and trends

D. THE RATIONALE BEHIND OUR RECOMMENDATIONS

As has been stated in the introduction to this section, we recommend the above plan on the basis of the criteria which we established in Section VI. These criteria are consistent with the research on school integration.

The plan which we recommend may appear to require some departure from the traditional neighborhood school concept, if one regards the present school attendance boundaries as defining neighborhoods. Modern community life in Berkeley does not support such an assumption.

This plan also requires movement of large numbers of children. We would prefer to avoid this shifting of children; however, in view of existing housing patterns, school integration cannot take place unless children are moved.

The tentative redistricting has been conceived with an eye toward the least possible distance, time and transportation to and from school. The primary schools in each district have boundaries which are contiguous with one another and with their intermediate school.

Assigning primary and intermediate status to the elementary schools has the advantage of enabling children to remain in a nearby school for three to four years of their elementary school years. It has the additional advantage of only one (except in the case of the two kindergarten schools) school change over a seven-year period.

Perhaps the strongest feature of this proposal is its implication for improvement of instruction. Having schools which are organized primarily for educating primary grade children or intermediate grade children would help to develop more effective curricula geared to particular phases of a child's schooling. The functions of each school could be better defined. The efforts of the whole staff could be focused on the school experiences which are most relevant for children of a specific age range.

Many opportunities for ungraded instructional programs, team teaching, and a more flexible approach to pupil placement for instruction in the various academic areas would be possible under this plan. With a greater number of teachers available at each grade level, improved teaching could result as the special skills of each teacher were more fully utilized. Also, each school would become a more comprehensive instructional aid center, and school libraries could better serve their student bodies.

Our major criteria are inherent in this plan: involvement of the total community, reflection in each school of the racial and socio-economic composition of the city, and an improved instructional program for all children.

III. WHAT ARE THE LONG RANGE RECOMMENDATIONS FOR THE BERKELEY COMMUNITY?

A. HISTORICAL DEVELOPMENT AND TRENDS

The pattern of segregated neighborhoods and schools in Berkeley came into being during the war when a large influx of Negroes moved into the community and the whites fled from the areas into which the Negroes moved. Real Estate and other discriminatory practices have encouraged this trend toward segregation. If no action is taken, this trend may continue and, indeed, accelerate.

B. COMMUNITY ACTION ESSENTIAL

We believe that every effort should be made to: (1) remove whites' fear of mixing with Negroes, (2) make up for the damage that has already been done in Berkely because of prejudice and discrimination, and (3) encourage the participation and involvement of the whole community in making Berkeley a model of an integrated city.

C. AN IMPORTANT STEP

Complete integration of the schools with its salutary effects for both Negro and white parents and children will allow the community to devote its energies and efforts toward creating a superior school system in Berkeley.

We feel, also, that desegregation of the schools will have the positive effect of lessening population shifts, especially if our Board of Education and staff not only adopt it, but whole-heartedly accept it and help to make it work.

The projected population shifts in Berkeley were made before the Negro Civil Rights Movement started. We believe that as a result of this movement, the whole state, as well as the nation, will achieve a desired pattern of integration on all levels during the next decade so that the Negro population will not be concentrated in a few areas throughout the state, but will find all communities desirable places in which to live and work.

D. COMMUNITY RESOURCES

We have been reminded by Dr. Seymour Martin Lipset, one of the consultants to this task group, that we have the resources in this community, not only to make integration work, but to make the City of Berkeley very inviting for future prospective white citizens.

He stated that we have a mayor and city council that are anxiously concerned about Berkeley's future, a board of education that is avidly interested in improving Berkeley's schools, and the University of California which has numerous untapped resources of funds and talent, and which should become constructively involved in this community's future.

There is no reason, for instance, why a committee representing the groups above and the community at large could not start meeting immediately to facilitate integration and to help make Berkeley a "demonstration city."

The committee could explore:

1. Possible sources of funds for planning Berkeley's future
2. Possible sources of resource talent to help facilitate the desegregation of the schools, in-service training of staff and community, improvement of instruction, and evaluation.
3. The possibility of proposing that housing opportunities for graduate students and faculty members with children be located within this city. For instance, when a decision on Savo Island is reached, and it is returned from Federal Government lease to Berkeley tax rolls, could the University lease it for graduate and family housing.
4. Possible sources of help in planning for the future, whether it be for expanded business areas, rapid transit, industrial parks, water front development, or school improvement and construction.

E. BERKELEY MEETING THE FUTURE TODAY

In other words, we feel that this is the time for intelligent and dynamic approaches to planning for Berkeley's future. Despite this city's uniqueness and its world-wide reputation for making more progress in human relations and for solving more of its social problems than most other American cities, we have not begun to tap and utilize our own resources in adequately solving the problems of today or of the future. We have been much too short-sighted--reacting and gearing our machinery to the ills of the past rather than correcting and preventing them for the future.

We urge the Board of Education to integrate all of the Berkeley schools and to initiate a committee which will begin to work immediately on planning Berkeley's future. There are interested people, beginning with the mayor, other people in city government, in the Berkeley schools, at the University, and in the community at large who have already started discussing some aspects of this. We believe that if these approaches are taken, Berkeley can become a model integrated community.

IX. THE MINORITY REPORT

A. WHY A MINORITY REPORT?

Although I agree philosophically and with the general principles expressed in the majority report on elementary school integration, I cannot endorse the proposal presented by our committee at this time.

My objections to the majority report are primarily practical ones. I do not believe that the majority report is realistic enough to be adopted for the Berkeley schools at this time. There are too many unknown, too many unsolved practical problems, too many administrative details which have not yet been considered, and too much financial expense to permit adoption of this integration proposal, in my opinion.

Also, when I think of $150,000.00 being spent by this school district for transportation expenses, I wonder how much improved instruction could be brought about in Berkeley with the expenditure of this amount of money for classroom use rather than for transportation expenses.

Perhaps when the many unknowns of the majority report are worked out and solutions to its many problems have been found, then I will be able to accept fully this plan and give it my sincere endorsement.

However, until that time, I must place myself in the position of being a dissident. Therefore, I humbly offer my moderate plan of partial elementary school integration to those who will be making the final decisions in these matters. The plan, I admit, is still in "rough shape", for a lack of time has limited my detailed work on it. If this plan is adopted for use, I will be pleased to help work with other school district personnel as necessary so that it can be implemented easily and smoothly for all of the boys and girls who will be involved in it.

Theodore F. Blitz

B. THE ENROLLMENT BALANCING POLICY PLAN OF PARTIAL SCHOOL INTEGRATION

It is the policy of the Berkeley Board of Education to have full utilization of every classroom in each elementary school building.

In order to secure full classroom utilization and to meet the needs of pupils, differential enrollment policies and liberal transfer policies shall be practiced in the elementary schools of Berkeley.

1. Enrollment Policies

Enrollments shall be permitted to be different in classes at schools of various types. Each elementary school in Berkeley shall be grouped by type according to the socio-economic and general cultural advantage characteristics of its pupil population. These shall be the designated school types:

Type I Schools	Type II Schools	Type III Schools
Columbus	Le Conte	Cragmont and Cragmont Primary
Franklin and Franklin Primary	Washinton	Emerson
Lincoln		Hillside and Hillside Primary
Longfellow		Jefferson
		John Muir
		Oxford
		Thousand Oaks
		Whittier

Every year there is to be an evaluation of each elementary school in order to see whether or not it shall be changed from one type to another. If the socio-economic level or cultural characteristics of a school's pupil population have changed, then the school shall be reclassified from one type to another.

Enrollment levels will be as follows for each type of school:

Type I (a) There may be as few as 20 pupils in a class in grades kindergarten through three. A teacher is to be provided for each 20 pupils as long as there are classrooms available in a Type I school building.

(b) There may be as few as 25 pupils per class in grades four through six. A teacher shall be provided for each 25 pupils as long as there are classrooms available in a Type I school building.

Type II (a) There may be as few as 25 pupils in a classroom in grades kindergarten through three. A teacher will be provided for each 25 pupils as long as there are classrooms available in a Type II school building.

(b) There may be as few as 25-27 pupils in a classroom in grades four through six. A teacher will be provided for each 25-27 pupils as long as there are classrooms available in a Type II school building.

Type III (a) There shall be from 25-27 pupils in a classroom in grades kindergarten through three. A teacher will be provided for each 25-27 pupils as long as there are classrooms available in a Type III school building.

(b) There shall be 30 pupils in a classroom in grades four through six. A teacher will be provided for each 30 pupils as long as there are classrooms available in a Type III school building.

2. Transfer Policies

Whenever the enrollment in any classroom is above the previously stated minimum, then pupils in the class shall be permitted to transfer to an elementary school of a designated Type in which classroom loads at the appropriate grade level are not at their maximums.

No transfers shall be accepted from a school of one Type to a school of another Type when these designated maximum class loads have been reached:

Type II Schools

K - 3: 27 pupils per classroom maximum.
4 - 6: 30 pupils per classroom maximum.

Type III Schools

K - 3: 27 pupils per classroom maximum.
4 - 6: 30 pupils per classroom maximum.

Any pupil in a Type I school may transfer to a Type III school when his class in his own neighborhood school surpasses the previously stated minimum pupil load for its classes and there are class openings at appropriate grade levels at the Type III school of his choice.

Any pupil in a Type III school (and who resides within its neighborhood attendance area) may transfer to a Type II school when his class in his own neighborhood school surpasses the previously stated minimum pupil load for it and there are class openings at appropriate grade levels at the Type II school of his choice.

3. How Long May a Pupil Remain In a School To Which He Has Transferred?

Any pupil who transfers to a Type II or a Type III school will remain at his chosen school for the duration of one complete school year.

All transfer pupils will be given top priority for remaining at their chosen schools during subsequent years, as long as there is space available in their classrooms at their chosen schools. The availability of space will be determined according to the previously described maximum class loads for Type II and Type III schools. If class sizes surpass their maximums, then transfer pupils will return to their own neighborhood schools at the end of the school year so that children residing in a school's attendance area are not placed in over-crowded classes.

4. General Community Development Related to This Plan

a. The University of California should be encouraged to develop married student family-type housing at Savo Island Village. This would tend to help to maintain balanced neighborhoods in the Washington School area and in its neighboring areas.

b. There must be non-restrictive housing laws and practices so that all people--regardless of race, creed, or national origin--can rent and/or buy homes in any neighborhood in this State. These positive laws and practices will tend to minimize racial and social-economic ghetto areas in limited zones such as the heart of urban areas. Perhaps Federal and State housing subsidies can be provided to help all lower socio-economic status people to secure better housing for their families as they disperse themselves throughout a variety of neighborhoods over the entire State of California.

5. Advantages of This Plan

a. There will be full utilization of every classroom in each elementary school in Berkeley.

b. Enrollment policies and classroom pupil load policies will reflect the different educational needs of children in various areas of Berkeley.

c. This plan will have flexibility built into it.

d. This plan will provide a means of balancing enrollment loads at elementary schools throughout the city.

e. This plan will limit pupil transfers to classrooms which have a full enrollment load. Therefore, the education of children will be protected in all areas of the city.

f. In general, pupils will have the opportunity to attend an elementary school in any part of the city. Some children will be able to attend schools outside of their home neighborhoods, if they wish to.

g. This plan will promote the racial integration of the Berkeley elementary schools without having race as the primary basis of pupil transfer.

h. This plan will permit all pupils to travel to any elementary school in Berkeley with ease. Transportation will eliminate the possibility of family economic conditions preventing pupils from attending schools outside of their home neighborhoods.

i. This plan will keep the transportation expenses of the school district low. This plan recognizes that education rather than transportation is the primary financial responsibility of our school district.

j. This plan gives parents the right to transport their own children, if they so choose to do so.

k. This plan will tend to minimize the undesirable practice of selected severe discipline problems being intentionally transferred to another school building.

l. This plan recognizes the value of neighborhood schools for most elementary age pupils while making attendance at another school within the district possible for those who desire to have this experience.

m. This plan recognizes the human dignity of every individual. It permits pupil transfers on a voluntary basis and maintains the free choice of individuals as an important characteristic of its operation.

n. This plan by design includes and involves every elementary school in Berkeley. No school, no class and no child receives special advantage or unfair privilege.

o. This plan avoids the use of racial ratios and/or racial quotas in pupil transfer and classroom placement procedures.

p. This plan is realistic in respect to its financial requirements, transportation requirements, and its classroom load expectations.

q. This plan offers opportunities for our school district to improve the academic, social, and citizenship education of all pupils while hurting or taking opportunities away from no one.

6. Disadvantages of This Plan

a. This plan does not bring about the total integration of the elementary schools in Berkeley.

b. This plan will permit about 500 children at the most to move to other schools from their own neighborhood schools.

c. This plan will necessitate some school district money being spent for transportation rather than for some other more direct instructional services.

d. This plan could cause some instructional difficulties for teachers if a child transfers into a class where he does not fit academically, socially, or culturally.

e. This plan will cause children to attend school apart from most (or all) of their neighborhood friends. Also, this plan could cause children from the same family to be in attendance at more than one elementary school during any given school year.

f. Being in an out-of-neighborhood school could weaken the close ties which should exist between an elementary school, a pupil, and his family.

g. This plan could cause some children to feel somewhat friendless and insecure while they are at school. Being with a group of children only during the school day, and not having after school friendship associations with any of their classmates could lead certain children having certain personalities to feel insecure and to dislike school. Such feelings could hamper the learning of pupils.

h. This plan could cause some parents to feel unhappy and resentful in two main ways:

(1) Some parents will feel resentful because a child from another neighborhood than theirs is in a school class with their child.

(2) Some parents will feel unhappy if they seek to transfer their children to another school and find out that the appropriate classrooms are filled to capacity or that any classroom openings which existed were filled prior to their application for transfer.

i. This plan will increase the length of a pupil's school day as his travel time is added to his classroom time.

j. This plan will increase the paperwork of the school district personnel as it will be necessary to work with: bus commute tickets, more pupil transfers, an increased number of notices and bulletins related to transfer opportunities, and increased and closer work between the office personnel in the various elementary schools.

FOOTNOTES

1. Alan B. Wilson, "Some Effects of Social Stratification Upon the Academic Achievement of Elementary School Students," University of California, Berkeley, p. 1.

2. Gordon Liddle, "The Effects of Children's Elementary School Milieux on Their Subsequent Academic Achievement," pp. 1-2.

3. Seymour Martin Lipset, "De Facto Segregation in Berkeley and the Common School Tradition," p. 1.

4. Kenneth B. Clark, quoted by Patricia Sexton, Education and Income (New York: Viking, 1961), p. 243.

5. Opinion of Stanley Mosk, Attorney General, Robert Burke, Deputy Attorney General, No. 63/101, August 15, 1963.

6. California Administrative Code, Sec. 2010, p. 363.

7. Ibid., Sec. 2011, p. 363.

8. Earl Raab and Seymour Martin Lipset, "The Prejudiced Society," Earl Raab, American Race Relations Today (New York: Doubleday, 1962).

9. Martin P. Deutsch, quoted by Miriam L. Goldberg, "Factors Affecting Educational Attainment in Depressed Urban Areas," Education in Depressed Areas, A. Harry Passow, editor (New York: Teachers College, Columbia University, 1963), pp. 86-87.

9a. Alan B. Wilson, "Social Stratification and Academic Achievement," Education in Depressed Areas, A. Harry Passow, editor (New York: Teachers College, Columbia University, 1963), p. 232.

0. Robert J. Havighurst, "Urban Development and the Educational System," Education in Depressed Areas, A. Harry Passow, editor (New York: Teachers College, Columbia University, 1963), p. 33.

1. David and Pearl Ausubel, "Ego Development Among Segregated Negro Children," Education in Depressed Areas, p. 109.

2. Wilbur B. Brookover, Ann Paterson, and Shailer Thomas, Self Concept of Ability and School Achievement, (East Lansing: Office of Research and Publication, College of Education, Michigan State University, 1962), p. 105.

3. Ausubel, op. cit., pp. 130-131.

. Havighurst, op. cit., pp. 30-32.

. Havighurst, loc. cit.

16. Havighurst, loc. cit.

17. Wilson, op. cit., p. 186.

18. Patricia C. Sexton, Education and Income (New York: Viking, 1961), p. 28.

19. Lipset, op. cit., p. 8.

20. Aaron Lipton, Principal of Bailey School, letter dated April 15, 1964.

21. Frank H. Stallings, "Studies of Educational Problems Involved in School Integration," National Education Association, Research Division, Nov. 1960, p. 12.

22. Kenneth B. Clark, "Educational Stimulation of Racially Disadvantaged Children," Education in Depressed Areas, p. 143.

23. Clark, op. cit., p. 150.

24. Robert E. Herriott, "Some Social Determinants of Educational Aspiration," Harvard Educational Review 33, Spring 1963, pp. 157-77.

25. Wilson, Education in Depressed Areas, p. 243.

26. Liddle, op. cit., p. 5.

27. Liddle, op. cit., p. 10.

28. Liddle, op. cit., p. 7.

29. Natalie Rogoff, "American High Schools at Mid-century," unpublished manuscript, Bureau of Applied Social Research, Columbia University, 1961.

30. Ausubels, op. cit., pp. 121-122.

31. Ellen Lurie, member of School Board, New York City, "School Integration in New York City," Integrated Education, Pamphlet No. 7.

32. Open Enrollment in the Oakland Schools for 1963-64 (chart compiled from information given verbally in the telephone conversation with the Superintendent's office) The total school population was approximately 64,000.

	Elementary	Junior High	Senior High	Total
Spanish	18	54	30	102
Other White	101	193	49	343
Negro	54 (1)	383	179	616
Oriental	8	45	22	75
Others (Negro-Caucasian parents, Am. Indians)	1	3	0	4
Totals	182	678	280	1,140

(1) 19 Negro students left predominantly white school to go to another predominantly white sch.
68 Negro students left Negro school to go to another predominantly Negro school.
284 Negro students left predominantly Negro school to attend a predominantly white school.
12 Negro students left predominantly white school for a predominantly Negro school.

33. Open Enrollment in the Oakland Schools - Prospects for 1964-65 (Applications received during 4-day period in March 1964).

School	Announced Vacancies	Applications Received
Senior High - McClymonds	200	10
Junior High - 8 schools in which vacancies occur	390	318
Elementary schools - 22 schools in which vacancies occur	1,100	87 (for 17 schools)
Totals	1,690	415

Present enrollment is approximately 63,641, including approximately 36,684 elementary school children.

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34. Princeton, New Jersey Plan, reprint from the New York Post, Sunday, December 15, 1963.

35. Norman P. Weinheimer, Superintendent of Schools, Highland Park, Michigan, letter dated April 2, 1964.

36. Mark R. Shedd, Superintendent, Englewood Public Schools, Englewood, New Jersey, letter dated April 5, 1964.

37. Educational Policies, Berkeley Unified School District, March 6, 1964, p. 1.

38. Ibid., p. 2.

39. Ibid., p. 2

40. Ibid., p. 2.

41. Ibid., p. 3.

42. Racial Census, October, 1963, Berkeley Unified School District.

43. Berkeley Unified School District, "Estimated Enrollment of Negro Pupils, K-12, Berkeley Public Day Schools," mimeographed summary, February, 1961.

44. Alan B. Wilson, "Some Effects of Social Stratification Upon the Academic Achievement of Elementary School Students," pp. 4-5.

45. Berkeley Unified School District, "Report of Group Test Results of Intelligence and Academic Achievement, Fall 1963," p. 38.

46. Ibid., p. 46.

47. Ibid., p. 46.

48. Aaron Lipton, "Classroom Grouping Integration," Integrated Education, Pamphlet No. 7.

NOTE: Consultants to this committee were Professor Alan Wilson, Professor Seymour Martin Lipset, and Gertrude Noar, National Education Chairman of Anti-Defamation League, B'nai B'rith.

TASK GROUP NO. 3 - COMPENSATORY EDUCATION

I. PREAMBLE

> "We believe in the worth, the dignity and the humanity of each individual--that we should do our utmost to challenge every person to develop to fullest fruition, intellectually, emotionally, and physically, for his own sake as well as his contribution to a democratic society, and that this development should extend throughout his entire life."
>
> Educational Policies, Berkeley Unified School District - 1964

Our belief in the right of each person to become educated to the fullest extent of his desire and ability commits us to a program of compensatory education in the Berkeley schools. Compensatory education is defined as that educational program which compensates for gaps in the experience and skills which some children bring to school. Improvement of the instruction in all Berkeley schools, although needed, is not compensatory education, but will result to some degree from any compensatory education program that is instituted. Integration, although it will remove one of the primary causes of unequal performance, will not remove the need for continuing compensatory education. Children deprived of the freedom to live where their parents choose, of freedom to take part in the community life enjoyed by the majority of children in Berkeley, come to school deprived of the motor, listening, speaking and learning skills needed for academic success. Early academic failure can discourage these culturally deprived children so that with each year the gap between ability and achievement becomes wider unless compensatory steps are taken throughout the entire academic program.

The Task Group for compensatory education recommends that a primary cause of cultural deprivation be attacked by intensive effort to integrate the elementary schools; that in-service training in human relations and in educational methods to meet the special needs of culturally deprived children be emphasized; that priority be given those programs which affect the earliest education of the children, and that continuous recognition be given the need for compensatory education throughout the entire school program. The committee also recommends that, in view of the dynamic quality and changing needs of compensatory education programs, its work be continued by utilizing present committee membership, or a similar group. Committee membership might be permanent or fluctuating. Such a body would serve the district by seeking and publicizing creative and effective teaching techniques, gathering and evaluating new commercial and teacher-made materials, and investigating and reporting compensatory education programs in other districts.

II. RECOMMENDATIONS

We believe that a readiness to establish compensatory education programs should precede decisions to initiate such programs. Therefore, we recommend that the initial step in plans for compensatory education in Berkeley be the creation of a "Compensatory Education Fund" in the amount of 2% of the total school budget for the school year 1964-65 and that provision be made to adjust this amount as needed in the future. We recommend that the precise use of this fund not be limited in advance to financing particular programs but instead that the fund exist to provide the opportunity to initiate compensatory projects as they are designed and proposed throughout the school year.

A. The following compensatory programs are recommended and are listed in order of possible priority:

1. Provision for dynamic in-service training of teachers.
2. Expansion of the pre-school nursery and child care programs.
3 Utilization of the flexible or ungraded kindergarten and primary approach to meeting individual needs.
4. The addition of supplementary school personnel to allow for faculty experimentation with curriculum and services.
5. Expansion of counseling services.
6. Provision for the teaching of study skills.
7. Increase of school budgets for instructional materials, transportation, supplemental texts, library and other books, and capital outlay.
8. Development of an instructional materials center that includes audio-visual services.
9. Expansion of program of extra-curricular activities.
10. Provision for improved and expanded library services.
11. Provision for parent and community involvement in proposed programs beginning with parent nurseries and continuing through adult education.

II. DESCRIPTIONS

A. IN-SERVICE TRAINING

We recommend that an in-service training program be established that does the following:

1. Orients the certificated staff to the diversity of backgrounds that are represented by the students who come to our schools.
2. Helps the staff apply this knowledge in techniques and methods when imparting curriculum to all children.
3. Includes classified staff when possible and pertinent.

We suggest that a wide variety of dynamic and inspirational approaches be utilized, such as:

1. Inviting known authorities who are working directly with the problem.
2. Utilizing workshop or institute approach with compensation: either pay or units. This might occur prior to school opening, in the summer, or during a prolonged weekend, or a combination of these.
3. Providing teacher inter-visitations and release time for gathering ideas.
4. Exploring all other stimulating experiences for teachers.
5. Providing "on-the-spot" assistance for the teacher.

In addition to general in-service training for orientation to cultural differences, we further recommend that careful provisions be made for in-service training which insures teacher success in any specific new compensatory programs which are instituted.

B. PARENT NURSERY AND CHILD CARE PROGRAMS

Expansion of the parent nursery and child care program is recommended because the program introduces parents and children to school and cultural expectations, gives children experience common to the majority of children in Berkeley, and can be used as the center for education in child care and development for junior high, high school and continuation school students.

The parent nursery program, now in operation at the South Berkeley Y.M.C.A., the Mobilized Women's Center, Willard Junior High School, and Savo Island, should be expanded by doubling the present schedule, thus providing a program for four additional groups of parents and children. Also, additional time should be added to the teacher's working day to facilitate improved coordination and communication with kindergarten teachers, primary grade teachers, consultant staff and parents. (See Appendix A)

Since there is a lack of space for which there is no immediate solution, the present childcare and extended day care program cannot accommodate an overall expansion. However, there is a strong possibility of adding a new center in the Presbyterian Church adjacent to McKinley High School which would be developed to include child care, training for high school minors and young adults in child care, a program leading to completion of high school and pre-employment training, and parent education for the mothers of the children. It is recommended that the entire program be strengthened by in-service training to alert child care personnel to the specific kinds of experiences and training children need in preparation for kindergarten.

C. KINDERGARTEN - PRIMARY PROGRAM

The committee recommends a flexible approach to the placement and movement of children in the kindergarten and primary grades. The programs should be planned by the staff which will implement them. They might include the following:

1. A cooperative team-teaching approach.
2. Ungraded sections in which children proceed through a series of sequential developmental steps at kindergarten and primary levels at their own rate.
3. Addition of a staff member for every two to three kindergarten teachers to share teaching duties, to work with small groups of children, to work with parents, or to gather materials.
4. Homogeneous grouping of children by experiences and skills.

Most desirably, a flexible kindergarten-primary approach would be a combination of any two or more of the above programs.

We feel that the emphasis of the program should be:

1. Early recognition and identification of children who have special needs which if met would make them more successful in school.

2. Provision for taking effective steps to meet these needs; for example, placement into small groups for special help with the extra staff member mentioned above, exposure to experiences that will build concepts and develop verbal skills, help and advice for parents so that they can support and help maintain the school program.

We further recommend that the kindergarten and primary teachers establish together standards of skills and accomplishment which would be necessary for success at the next level.

D. SUPPLEMENTARY PERSONNEL

Because the compensatory education needs of faculties in the Berkeley Schools differ, the Task Force recommends that the principals and faculties decide together the focus they wish to take, and ask for the supplementary personnel best suited to fulfill their needs. District personnel and resource people from outside the district might be utilized to help facilitate this process. This individualization can provide a variety of compensatory education programs developed with the cooperation of the faculties rather than one imposed upon them. We further recommend that in-service training be incorporated in the development of the plans, and that continuous evaluation of the methods and results be an essential part of the planning.

Listed below are examples of the kinds of supplementary personnel that may be used. A staff may find that it needs one or more of these services, or a service that is not listed.

1. Additional classroom teachers to reduce class size where needed.

2. Remedial Reading Teachers. While one remedial reading teacher works with small groups outside the classrooms, a second remedial reading teacher in a school might specialize in working closely with classroom teachers to provide preventive and remedial experiences in the classroom, or two remedial reading teachers may divide responsibility between primary and upper grades.

3. Guidance Consultants. Staff may need help and training in early identification of emotional and learning problems, and help in developing ways to meet these problems in the classroom and with the parents. (See Recommendations of Task Group No. 7)

4. Teacher-Librarian. A trained professional librarian with elementary classroom experience could provide teachers with help in motivating children to read, selecting books, training children to use the library for research and planning classroom or individual projects. (See Recommendations of Task Group No. 7)

5. Language Arts Specialists. Help could be provided for the teacher in developing children's ability to express themselves in speech and writing. Classroom demonstrations, distribution and introduction of teaching materials or equipment, and work with small groups of children might be among this person's duties.

6. Specialists in other subject areas. Help in the teaching of science, math, art, music, physical education, or any other subject could be provided by a specialist. The specialist may take full responsibility for a class or classes on a regular basis, may demonstrate, or may serve as a consultant.

7. Utilization of team-support approach. A team of specialists may be responsible for gathering all available resources and equipment in a particular subject area. This team will help teachers plan areas of study, lecture to large groups, provide materials and realia for study, plan and help with trips, etc.

8. Teacher-Aides. Non-certificated people may be employed and assigned to a school or to a teacher, where they will give a teacher help with clerical work, bulletin board displays and general non-teaching tasks, or help children in the classroom under teacher supervision.

9. Additional teachers for providing enrichment experiences. Children who need help in developing concepts, building a background of experiences and developing verbal skills may be assigned to an "enrichment teacher" for one hour per day in addition to their regular school day. (See Appendix C)

10. Resource Teacher to serve classroom teacher in a variety of ways. A resource teacher's duties may include substituting in a classroom to free a teacher for in-service training or an educational visit, working with small groups of children, gathering materials, etc.

E. EXPANSION OF COUNSELING SERVICES

We recommend that counselor clerical work be decreased so that counseling staffs can exercise more care and insight in assessing native ability and motivation of culturally different students. Counselors should convey to children a sincere, encouraging interest in them and should help them to build self-esteem and belief in themselves as individuals. Counselors should encourage children to set goals and support them in their work toward these goals.

We recommend specifically the following two proposals in regard to counseling services, in the secondary schools:

1. Establish a "holding room." Make available for any student who feels he is about to get into trouble a place where he can go voluntarily and without shame to "cool off." This room would be adjacent to the Dean's office, with a full-time teacher present who has exceptional qualifications to handle a wide range of subject matter and grade levels, as well as an understanding of the emotional problems possibly involved. The student would then have a quiet place to work on assignments, as well as having help from the teacher.

2. Career information and scholarship program. Start in the 7th grade to talk about career areas to raise aspiration levels. Any student who is potentially "college material" should have college and university programs explained no later than the

7th grade to raise his aspiration level. Less emphasis should be placed on achievement levels, especially with minority group children. Scholarship programs, grants-in-aid, etc., should be explained to all students with particular emphasis on money available to minority group students. (As specially designated beneficiaries).

F. PROVISION FOR TEACHING OF STUDY SKILLS

We recommend that "How to Study" skills be incorporated into the regular school curriculum.

1. Teach these skills with subject matter content, rather than as a separate entity.
2. Start this instruction in the elementary school, perhaps at third grade level, or whenever regular home assignments begin; and reinforce throughout the remainder of the students' school career. We may establish this at predetermined levels, such as 6th, 8th and 10th.
3. Utilize teacher-parent conferences at the elementary level to help acquaint parents with techniques for facilitating good study habits at home.

G. SCHOOL BUDGET

The Task Group recommends the following increases in the school budget:

1. $15 per pupil for instructional materials, for pupils having special instructional needs due to cultural deprivation.
2. Doubling the number of contract buses and the transportation budget to provide more educational excursions for classes with a number of these students.
3. Capital outlay for purchase of equipment, such as: recorders, earphones, listening centers, controlled readers, voice amplifiers, etc., for such classes.
4. Increased supplementary textbook budget and library book budget. (See Task Group No. 7 Recommendation re Libraries)

H. INSTRUCTIONAL MATERIALS CENTER

Audio-visual services should be developed into an Instructional Materials Resource Center to provide the flexible planning of curriculum with readily available materials needed to meet the special educational needs of those children, as well as all children in Berkeley. (See Appendix D for complete plan)

I. EXTRA-CURRICULAR ACTIVITIES

An expanded program of extra-curricular activities may best be developed by support of the School Resource Volunteer program now in operation. We recommend that the position of Director of SRV be supported by the School Board on a contractual basis at the end of the coming school year, in order to best mobilize community resources in the schools. A faculty member in each school should be designated and compensated for time spent in collaboration on a program of:

1. study centers
2. science clubs
3. math clubs
4. how to study courses
5. field trips
6. camping
7. interschool cooperative projects (See Appendix E)

J. LIBRARY

We recommend that every effort be made to provide each elementary school with a school library staffed by a professional teacher-librarian. We further recommend that the collections in these libraries be expanded and brought up-to-date.

K. PARENT AND COMMUNITY EDUCATION AND INVOLVEMENT

We recognize the importance of the involvement of parents and community and highly recommend that attention be given to this by staff at every level and in every possible way. We also recommend that adult education classes developed to meet community needs be set up and that existing ones, e. g. , adult leadership class at Lincoln, be expanded, if found effective.

We recommend that the committee which was previously approved by the Board of Education to study McKinley be activated. We suggest that the problem be studied thoroughly, particularly in regard to compensatory education for minors and adults. (See Task Group No. 7 Recommendation)

BERKELEY UNIFIED SCHOOL DISTRICT

COMPENSATORY EDUCATION

Recommendations	Full Implementation (1)	Alternate Program
1. In-service Training	$ 20,000	
2. Parent Nursery and Child Care	38,405	
3. Flexible or Ungraded Primary	99,400	
4. Supplemt. Sch. Person	198,800	
5. School Budget Increase	47,000	
6. Library Services Expansion		
7. Instruction Resource Center	15,000	
8. Extra-curricular Activity		
9. Parent Community Involvement	1,000	
10. Study Skill Course	1,000	
11. Counseling Service Expansion	63,000	
12. Junior High Parent-Teacher Conference		
13. Senior High Parent-Teacher Conference		
14. Breakfast "Club" (See Task Group VII Report)		
15. Subject Study Hall		
16. Student Auditing Service		
17. Estimated Requirement for 1964-65 - 2% of Total Budget		$ 220,000
	$483,605	$ 220,000

(1) See attached Cost Estimate Schedule.

Recommended Program	Certificated Staff	Classified Staff	Equipment	Books	Transport	Other Expense	Notes
1. In-service Training $20,000	Curriculum Directors and Speakers: "Staff"						
2. Parent Nurs. & Child Care $38,405	$18,650 7,800	$3,950 2,700	$440 900			$ 865 3,100	Parent Child Care
3. Flexible or Ungraded Primary $99,400	$98,000		$1,400				14 extra teachers
4. Supplement. Scho. Per. $198,800	$196,000		$2,800				2 more (over.) Cert. Person. per school
5. School Budget Increase $47,000			$47,000				
6. Library Services Expansion	See Task Group VII Report						
7. Instruct. Resource Center $15,000	$8,500	$3,600	$ 400				$ 2,500 for AV supplies
8. Extra-curricular activities	$227.16 Per weekly hour of activity for school year.						
9. Parent-Community Involvement $1,000	$1,000						
10. Study Skill Course $1,000	$1,000	develop "curriculum"					
11. Counseling Service Expansion $63,000	counselor additional $16,200	three secretarys $10,800					$36,000 for 3 portables-special offices
12. Jr. High Parent-Teacher Confer.							No cost
13. Senior High Parent-Teacher Confer.							No cost
14. Breakfast "Club"	Provided in "Other Recommendations' of Task Group VII						
15. Subject Study Hall							
16. Student Auditing Ser.							No cost

A. PARENT-NURSERY - APPENDIX A

The present program of Parent-Nurseries consists of nine programs, for three and four year old children, which meet five days a week for three hours each, and two programs which meet twice a week for 1 1/2 hours each in the late afternoon. The latter are for two-year old children. All centers are open to anyone regardless of his district, when there is room. Neighborhood or district people have been given first choice. Many of these groups are inter-racial; some have limited income. Those with limited income are often college students. Very few have less than high school education, and the majority have at least some college training. These groups have a total enrollment of 360 parents and 367 children.

Three, new, integrated, part-time parent nursery groups have been started in order to reach families who, for economic or cultural reasons, have not been heretofore included. The Neighborhood Center at the South Berkeley Y.M.C.A. has Lincoln, Longfellow and Garfield Parent-Nursery parents enrolled in its program. Thousand Oaks' Parent-Nursery parents also attend a center at the Mobilized Women's Center in West Berkeley with mothers and children from Columbus and Franklin Schools. The new Willard Afternoon Parent-Nursery was started primarily as an inter-racial project including parents and children from all feeder schools to Willard Jr. High School.

The proposal of the Compensatory Education Task Group is that the parent nursery school program be expanded, as recommended in the Hadsell Report, by doubling the schedule of the Willard, Neighborhood, and Mobilized Women's Center Parent-Nursery programs. It is further recommended that the Savo Island Parent-Nursery Center, which, at present, has a half-day schedule, be expanded to a full-time program. Future plans include Berkeley High School, Burbank School, and McKinley Adult Day and Continuation High School, where, at present, there are no facilities.

These proposals should accomplish the following purposes:

1. Meet the needs of parents unable to participate in present programs.
2. Enable more parents to learn the means of communicating more effectively with their children and to understanding child growth, development and behavior patterns.
3. Assist parents of different racial backgrounds to understand better the various existing cultures in our community.
4. Provide a parent-child participation and study group for an integrated group of parents.

In order to accomplish the above purposes, the basic day would include a two or three hour nursery school program with parents attending. Parents will divide nursery school time between assisting with the children and meeting together to discuss problems of child guidance. A certificated teacher will be scheduled for the two or three hour nursery school program, and an additional two hours per day will be spent in home visits, group meetings of parents at school, or in staff consultation. In addition, specially trained, school resource volunteers must be recruited to assist the teacher in the program. These volunteers are to be registered and receive school credit so that their attendance may be counted for A. D. A.

Others, too, are needed in this program. A psychiatric social worker from the guidance staff should be assigned to this program one-half day a week. His schedule should alternate between morning and afternoon so that he can observe children and hold conferences as needed. Public health nurses and a representative of the mental health staff of the Berkeley Health Department should have time assigned to this program. They may consult with volunteers, advise the teacher on problems and make home visits. Each month a conference should be held to include teachers, supervisor, principal, psychiatric social worker, public health nurses, mental health staff worker, school psychologist, school physician, county welfare workers, and any other appropriate community agency representative, so that they can share information and can cooperatively work with the families of parent-nursery children.

Because of the expansion of the the program and the inclusion of personnel from community agencies, the appointment of a half-time Parent-Nursery and Parent Education Coordinator is recommended. This addition would make possible activities which would lead to effective articulation of pre-school and kindergarten programs.

The recommendations delineated above require the following budgetary considerations:

1.	Salaries for certificated personnel for expanded program	$ 5,950.00
2.	Half-time Parent-Nursery and Parent-Education Coordinator	4,500.00
3.	Custodial service	1,950.00
4.	Supplies not covered by fees	400.00
5.	Repairs	465.00
6.	Equipment	440.00
7.	Additional hours for certificated personnel	8,200.00
8.	Half-time secretary	2,000.00
	Total	$ 23,905.00

B. MCKINLEY CHILD CARE PARENT-EDUCATION CENTER - APPENDIX B

Child Care Centers are integrated; therefore, any expansion would serve to bring about an increased opportunity for children to have inter-racial experiences in a natural manner. Since all present Child Care facilities carry a maximum enrollment and since there is a waiting list of applicants, the addition of a center at McKinley is proposed. Such an addition will not only relieve the strain on the present program, but it will also provide unique features involving high school students, adult students, and closer coordination with kindergarten and primary grade programs.

The new McKinley Center would be organized to provide more inclusive and intensive care for children up to kindergarten age and their mothers, who would be enrolled in McKinley High School classes working on completion of high school, pre-employment training, and parent education. Other McKinley students, including minors and young adults, would be assigned to assist at the Center as part of their high school program. Mothers, minors, and young adults would meet in a daily scheduled class for instruction in child growth, development, guidance, and related concerns. Parents of student-mothers (grandparents of the pre-kindergarten children) would be urged to participate in a series of seminars designed to clarify, resolve and work through family problems so they may be more effective in the role they play in the education of children and also better understand the design and purpose of the entire program. The Center itself would be a teaching laboratory with a program for pre-kindergarten children especially designed to provide a curriculum of compensatory experiences in verbal, perceptual, auditory, and sensory skills to strengthen readiness for kindergarten and primary grades.

The staff for the Center would consist of a certificated teacher, a child care teacher, and a Licensed Vocational Nurse. The instructional program and counseling service of McKinley would be part of the plan. Guidance consultants and the school nurse should have time assigned to work with students and members of the Center's staff. A plan for effective coordination and communication between this program and the County Welfare Commission and the State Department of Employment should be developed as early as possible. Regularly scheduled meetings of elementary consultants and center personnel would be conducted to insure fulfillment of compensatory curriculum plans for kindergarten readiness.

The Center would be located in the First Presbyterian Church adjacent to McKinley High School, and it would operate from 7:30 a.m. to 4:30 p.m.

The recommendations delineated above require the following budgetary considerations:

1.	Certificated teacher	$ 7,800.00
2.	Child care teacher	no cost to district
3.	Licensed Vocational Nurse	2,700.00
4.	Rental and custodial care for two nursery rooms	2,500.00
5.	Equipment and replacement	900.00
6.	Supplies	400.00
7.	Repairs	200.00
	Total	$ 14,500.00

C. PROPOSED ENRICHMENT PROGRAM FOR THIRD GRADE - APPENDIX C

Submitted by Mildred Wilson

Need: Although not all the children of Columbus, Franklin, Lincoln, and Longfellow are culturally and/or economically deprived, there is a need for an enrichment program of a compensatory nature. This has been documented by the De Facto Segregation Study Committee, as well as by achievement test scores and teacher evaluations.

Rationale: Studies of the culturally deprived child have shown that the longer he stays in school the further behind he gets. This progressive retardation or cumulative deficit begins to appear at the third and fourth grade when the educational program shifts from emphasis on the tool skills of basic reading, writing, and arithmetic to content areas, which build on concepts and language not specifically developed in the earlier grades. *

Proposal: To develop a program which will systematically introduce children from culturally and economically disadvantaged environments to the kinds of experiences and ways of thinking that will enable them to be more successful in school.

Program: An additional hour per day of enrichment education for each third grade child in the four schools. This will be achieved by the addition of one enrichment teacher at each school. The split reading program will continue as will the present complete curriculum. This hour for enrichment will be gained by having all third grade children attend school from 8:50 to 3:10. Half of a class will receive the enrichment hour while the other half of that class is having reading with their regular teacher. The next hour they will have reading while the other half of the class has the enrichment hour. Thus the enrichment class will be composed of half of two classes each hour.

Typical Schedule

Teacher	A	B	C	D
Children for reading	A_1 A_2	B_1 B_2	C_1 C_2	D_1 D_2

Hour	Teacher A	Teacher B	Teacher C	Teacher D	Enrichment Teacher
9 - 10	A_1	B_1	C_1 C_2	D_1 D_2	A_2 B_2
10- 11	A_2	B_2	C_1 C_2	D_1 D_2	A_1 B_1
11- 12	A_1 A_2	B_1 B_2	C_1 C_2	D_1 D_2	-
1 - 2	A_1 A_2	B_1 B_2	C_1	D_1	C_2 D_2
2 - 3	A_1 A_2	B_1 B_2	C_2	D_2	C_1 D_1

Types of Activities: The emphasis will be on exposure and interaction. The experiences will be varied, rich and aimed at getting the child to express himself, become more aware of his environment, to observe and to relate.

To achieve these goals we will employ films, models, demonstrations, inquiry learning techniques, pictures, realia of all types, books, plays, and a variety of discussion techniques.

Development of Curriculum: The curriculum would be developed by the four enrichment teachers. When possible, the enrichment teacher would provide direct supplements to the regular third grade curriculum. Efforts would be made to keep the third grade teachers apprised of the activities and to get frequent evaluations of the enrichment program from them.

The Future: It is hoped that if proven successful that budgetary provisions will be made to include the program each year. The possibility of such a utilization of staff should be considered in the future for second and fourth grades in these schools. This would be based on a need for greater exposure and the increasing need for improved conceptual models and the abstracts of language.

SUMMARY

Third Grade Enrichment Program for 1964-65

SCHOOLS:	Columbus, Franklin, Lincoln, and Longfellow
STAFFING:	One teacher for each school involved.
SPACE:	One room at each participating school
PROGRAM:	To reach approximately 500 children
	An extended school day for the children
	Additional creative educational experiences with emphasis on language development

New York Times, Special Educational Survey, January 20, 1964

D. INSTRUCTIONAL MATERIALS RESOURCE CENTER - APPENDIX D

There is a need to have the Audio-Visual Department expand its focus to provide educational services, as well as equipment, to teachers. It is recommended that long-range planning include provisions for the development of an Instructional Materials Resource Center. This center would house curriculum materials - books, texts, pamphlets, study guides and units as well as audio-visual equipment as a means of fusing, integrating and supplementing these resources. A person, whose knowledge is primarily of teaching and instructional resources, should be hired to organize and develop such educational services and to coordinate these materials, equipment and services with teachers' needs.

The following are samples of the services this person could render:

1. Conduct Audio-Visual Open House to acquaint teachers with equipment and expanded services.
2. Conduct workshops on use of equipment and possibilities for use.
3. Reorganize audio-visual catalogues by subject areas, across grade levels and with more complete description of materials.
4. Provide a system for teachers to evaluate materials.
5. Expand materials based on teachers' requests and use.
6. Provide catalogue insert pages listing new materials.
7. Tap community resources (Contact companies and businesses to provide educational materials; contact museums for loan exhibits; seek cooperation of the University and Bay Area Colleges.)
8. Solicit realia for a collection of unique items.
9. Provide teachers with suggestions for field trips, routes for field trips, and points of interest along the way.
10. Provide a list of where "living things" can be obtained.
11. Assemble file of magazine pictures by subject areas (use volunteer help).
12. Design audio-visual teaching "kits" for use in science, language arts, social studies, etc., to augment the curriculum.

The following recommendations regarding equipment and materials are suggested as initial steps toward the development of an Instructional Materials Resource Center:

1. Refurbish or discard present worn or out-dated materials and equipment.
2. Purchase and make materials based on teachers' needs.
3. Provide sufficient duplicates of materials in order to meet the many demands for the same materials at the same time throughout the district.
4. Build filmstrip libraries for each elementary and junior high school.
5. Make an effort to purchase materials which show "minority" group members, as well as "majority" group members.
6. Purchase picture duplicating machines.
7. Build transparency collections for each elementary and junior high school.
8. Assemble realia, study guides, charts, pictures, models, films, etc., in "kit" form for unit presentations.
9. Investigate needs and purchase equipment as needed, e.g., microscopes, tape recorders, filmstrip viewers, cartridge tape recorders, overhead projectors, speed-reading machines, teletrainers, and the like.

E. INTER-SCHOOL COOPERATIVE PROJECTS - APPENDIX E

Some suggestions for activities which might be started on a district-wide basis:

1. Organize an all-elementary-schools' orchestra, band and chorus.
2. Set up subject-area activity clubs.
3. Institute an annual all-schools' art show.
4. Encourage inter-school "Fun and Play Days."
5. Design a social studies unit on Berkeley based on contributions of the Berkeley upper elementary school children.
6. Organize a district-wide student council program.
7. Encourage community organizations to set up Explorer Clubs on the elementary level, to include Bay Area trips.
8. Help children establish and publish a district-wide newspaper - for children by children.

Consideration should also be given to the establishment of a museum center for children containing exhibits, realia, children's special projects, audio-visual aids, resources from parents, teachers, the community, and other museums.

TASK GROUP NO. 4 - GROUPING, TRACKING, AND SCHEDULING

I. OPENING STATEMENT

The Hadsell Committee recommended more flexible ability grouping and tracking to lessen the problem of segregated classes within integrated schools. We were charged by the Superintendent to study intensively recommendations in the area of grouping, tracking, and scheduling, their educational soundness, administrative feasibility, staffing and financial implications. In the light of this charge, we submit the following recommendations:

A. We recommend four achievement groups for academic subjects in grades 7-12 with descriptive guidelines and percentile bands to assist in determining student placement. We recommend that national norms in reading and mathematics be related to our Berkeley norms to set effective percentile bands for each achievement group. We have initiated a study through Educational Testing Service to accomplish this.

Achievement Group I

This student can and will learn and achieve on his own to an outstanding degree. He handles abstractions and sees relationships readily. He shows high quantitative and/or verbal achievement.

Area of overlap

Achievement Group II

This student can and will learn and achieve on his own. He handles abstractions and sees relationships with moderate skill. He ranges from slightly below to above grade level in quantitative and/or verbal achievement.

Area of overlap

Achievement Group III

This student is not consistently self-directing. He handles abstractions and sees relationships with difficulty. He ranges from average to below grade level in quantitative and/or verbal achievement.

Area of overlap

Achievement Group IV

This student is not self-directing. He is unable to handle abstractions and to see relationships. He has poor command of basic skills. He is decidedly below grade level in quantitative and/or verbal achievement.

B. We further recommend:

1. that all 7th grade students from Berkeley elementary schools be placed in one of the four achievement groups for each academic subject as designated by the 6th grade teacher, provided adequate communication between elementary school and receiving school has been established.

2. that cross-grouping be encouraged. Such programming is usually possible with the flexibility inherent in four achievement groups. For example, a student could be placed in Group I English and Group II math.

3. that uniform placement procedures be followed in all schools at all levels. A deliberate attempt must be made to integrate students within the same achievement group. It will be necessary to identify students by race in order to do this. No hierarchy of classes should be set up within the group structure.

4. that compensatory efforts be especially directed toward Achievement Groups III and IV.

5. that the study of flexible scheduling, team teaching, and programmed learning continue. We believe that these ideas offer possible advantages for improving learning and implementing integration.

6. that continuing scientific study be made in order to evaluate results of grouping and effects of compensatory education.

7. that procedures for moving students from one group to another be established.

C. COMMUNICATION BETWEEN ELEMENTARY AND SECONDARY SCHOOLS

1. We recommend: organized meetings between 6th grade teachers and 7th grade counselors, visitation to 7th grade classes by 6th grade teachers, and visitation to 6th grade classes by 7th grade teachers, and teacher inter-visitation at any other grade level at which students change schools. All visitations should be on released time.

D. COUNSELING

1. We recommend: provision of information to parents throughout elementary and secondary grades of the child's placement, performance, and achievement in relation to his grade level.

2. provision of a counselor at the elementary level with a major purpose of interpreting test and achievement data to all parents, but with the additional duties of coordinating compensatory education, orienting new students, and making guidance referrals (One counselor per 350 students) .

3. full-time counseling at grades 7-12 to provide time for sufficient teacher-student-parent consultation and individual programming.

4. a special orientation program for students (and their families) new to the Berkeley schools. This program might be developed as a community-school endeavor.

E. CURRICULUM

1. We recommend: class size adjustment to the need of the students and the peculiar demands of the subject. For example, in Achievement Group I, a math class could be larger than a math class in Achievement Group IV; an English class in Achievement Group I should be msaller than a math class in Achievement Group I.

2. special courses of study for each subject in each achievement group.

3. establishment at the secondary level, (especially in grades 7 and 8), of an elective "honors program" for students with exceptional strength in a subject area. This program would not exclude students from regularly organized classes.

4. larger elective course offerings for all students, especially in Grades 7 and 8. (We emphasize that many of our recommendations are not new and that a number of them are in operation in some Berkeley schools at the present time.)

F. GROUPING PRACTICES IN THE ELEMENTARY SCHOOLS

Grouping for Reading Instruction in Sixth Grade

Responses received from a questionnaire on present grouping practices in the sixth grades in Berkeley schools indicate that the large majority of teachers group children by achievement and ability for reading instruction. In nine schools the sixth grade teacher instructs within the classroom organization from two to four groups of children.

Two Berkeley schools have been using a sectioned -approach to teaching in which children are grouped by achievement and ability and are moved to a more homogeneous group for the reading period. They are then re-grouped for instruction within the classroom. In these schools, reading achievement has been lower than the Berkeley norm for quite some time. These teachers indicated that this approach to the teaching of reading is being tried in an effort to upgrade reading achievement. They feel that this particular method of grouping eliminates duplication of planning and offers more opportunity for individual instruction according to the child's needs. Two teachers indicated that reading instruction is individualized within their classrooms.

The results of this questionnaire show that in the Berkeley schools grouping patterns for reading instruction vary. Teachers are experimenting with various grouping procedures to meet the needs of their particular students. In the great majority of cases, however, teachers practice for reading instruction some form of grouping within the classroom organization.

No studies have been made which give conclusive evidence regarding the effectiveness of the various instructional procedures. It can only be said that individual teacher and administrator decisions have been made where grouping has been attempted.

Team Teaching

Two schools in Berkeley are using some form of team-teaching or cooperative teaching for instruction. Below are the descriptions and rationale for this approach as described by two teachers involved:

"Sixth grade students change classes two hours a day for reading and arithmetic. We decided on this program because of a scarcity of good achievers and an abundance of poor achievers.

"We discovered that classes take on the character of whatever group is in the majority numerically. If the good achievers are in the majority, the class will move along fairly quickly and the studies can be in 'depth.'

"At our school we have not had enough good learners to place a majority of them in every room. Consequently, two of our classes have a majority of motivated children and two classes do not. We have placed some good students in the slower rooms so that they can supply the 'spark' in social-studies and science lessons.

"Because of the time and energy that must be spent with the poorly motivated, we felt that the good learners would be unfairly penalized academically if they remained with the same group for reading and arithmetic instruction. Therefore, for reading instruction one class has been organized for students reading above grade level, one for students at grade level, another for those who are a year retarded, and one for students needing remedial help. When the period for sectioning comes, the children go to their designated class and then are subdivided into groups in these respective rooms.

"We feel that the plan is showing improvement in reading for all children."

A teacher in another school reports as follows:

"The four sixth grade classes are grouped according to achievement for the core subjects, with one teacher handling a specialized subject. This grouping is left open-ended so that a child may be shifted easily from one group to another as his needs change. A small group of eighteen students in need of much remedial work is kept with one teacher during the time that other students are changing subjects.

"The grouping is heterogeneous for the other subjects, which involve a modified type of team teaching in science and in social studies."

G. RANGE OF READING ACHIEVEMENT WITHIN SIXTH GRADE CLASSROOMS

Most of the sixth grade teachers report wide ranges of reading achievement within their classes. One sixth grade class at Emerson has a reading achievement span of seven and one-half years, from 2.5 to 11. There the teacher has four reading groups within her class for instruction.

A class at Franklin reports a similar span of eight years, from 2.5 to 10.5. In this school, sixth grade children are sectioned for reading instruction. Oxford School reports a class with a reading range of 4.5 to 11th grade in reading achievement. This teacher uses individualized reading instruction. Fewer than five classroom teachers reported a range of only two years on reading achievement.

A reasonable average of reading achievement span in the sixth grades in Berkeley classrooms is approximately five years.

RANGE OF READING ACHIEVEMENT SCORES
WITHIN SIXTH GRADE CLASSES

School	Number of Classes Reporting	Reading Achievement Range in Years	Span in Years
Columbus	3	5.0 - 7.0	2.0
		4.0 - 8.0	4.0
		3.1 - 8.7	5.6
Cragmont	3	6.0 - 10.9	4.9
		5.0 - 7.5	2.5
		5.7 - 10.4	4.7
Emerson	2	6.0 - 10.6	4.6
		4.5 - 11.5	7.0
Franklin	4	3.0 - 9.0	6.0
		2.0 - 11.0	9.0
		2.0 - 11.0	9.0
		3.0 - 11.0	8.0
Hillside	1	4.8 - 9.9	5.1
LeConte	1	3.0 - 9.0	6.0
Lincoln	4	3.3 - 9.6	6.3
		2.5 - 8.1	5.6
		3.7 - 8.0	4.3
		3.9 - 9.6	5.7
Longfellow	6	3.5 - 7.3	3.8
		2.7 - 7.1	4.4
		3.2 - 10.5	7.3
		3.1 - 7.8	4.7
		2.6 - 6.8	4.2
		2.9 - 6.6	3.7
Oxford	1	4.0 - 11.0	7.0
Thousand Oaks	2	3.3 - 10.6	7.3
		3.4 - 10.0	6.6
Washington	2	3.6 - 9.9	6.3
		2.9 - 9.1	4.2
Whittier	1	3.6 - 11.4	6.8
John Muir	2	4.6 - 10.4	5.8
		5.1 - 11.3	6.2
Jefferson	3	4.8 - 10.4	5.6
		4.8 - 10.4	5.6
		2.0 - 9.0	7.0

II. PROCEDURES AND PRACTICES IN GROUPING OF STUDENTS

A. BURBANK JUNIOR HIGH SCHOOL

Commencing with the 7th grade, students are arranged in a rank order from highest to lowest according to the recommendation of the sixth grade teachers. Achievement scores in reading are also utilized in determining this rank order. Finally, I. Q. scores are considered in making final adjustments. The average class size is determined by dividing the number of available English teachers into the total number of 7th grade students. Three general categories are then established: fast (X), average (Y), and slow (Z). In addition to the X, Y, and Z sections, there are certain smaller classes for students in need of remedial reading and math. Students in the X sections are generally above average in ability, Y sections are average, and the Z sections quite below average.

The arithmetic sections are established in the same way, except that while a student may be X-1 in English and X-4 in arithmetic, it is unlikely (and usually impossible program-wise) that an X section English student would be in a Y or Z section arithmetic class.

During the term and especially at the end of each term, students may be shifted to other ability sections depending upon the recommendations of the subject teachers. The adjustment of students into more suitable classes continues on through the 7th, 8th, and 9th grades. Tenth grade students are programmed by the 9th grade counselors into their high school classes upon the basis of their performance in their junior high school subjects, upon their scores in certain state-required examinations and upon the recommendations of their 9th grade teachers.

In the present 9th grade, the range of I. Q. (based on the Henmon-Nelson, Grade 7) in each group is as follows:

X Sections	from	72 to 144	Md - 100
Y Sections	from	67 to 120	Md - 87
Z Sections	from	65 to 106	Md - 83

Submitted by: George R. Flannery, Head Counselor
Burbank Junior High School

B. GARFIELD JUNIOR HIGH SCHOOL

Seventh grade counselors consult with the 6th grade teacher and principal concerning each incoming 7th grade student from a Berkeley elementary school. Teachers are told that achievement is to be the primary consideration in determining a student's placement.

The 6th grade teacher designates the student's placement in one of two ways:

1. by specifying a particular section, such as X2, Y1, Y12, indicating whether the student should be moved up or down a section if it is not possible to place him in the one specified by the teacher.

2. by specifying an area of ability, high potential, fast college prep., average college prep., slow.

Each section or area is assigned intelligence and reading ranges plus achievement description to assist the 6th grade teacher in placing his students.

a. Sections

Accelerated	X1 X_2	130 and up	8.8 and up	
Fast College Prep	Y1	120-130 IQ	7.8-8.8	Read
	Y2	118-128	7.6-8.6	
	Y3	116-126	7.4-8.4	
	Y4	114-124	7.2-8.2	
College Prep.	Y7	107-117	6.5-7.5	
Average	Y11	98-108	5.7-6.7	
Slow	Y13	90-105	5.5-6.5	
	Y14	100 and lower	5.5 and lower	

b. Areas

High Potential, 130 IQ, 10th to 12th grade read., good achievement and motivation, mature students

Fast College Prep., 120's IQ, grade level or above in read., State College or university material, good achievement

Average College Prep., 100's IQ., close to grade level in reading, city, state college, s. c. commercial, technical trade potential, fair achievement and motivation

Slow, low IQ, not college bound, poor motivation and achievement, poor reading skills

The 6th grade teacher's recommended placement is written on the L-7 Introductory sheet by the counselor in the presence of the teacher.

3. After the student has enrolled at Garfield, he may be moved at any time to a faster or slower section, but 7th grade teachers' evaluations are a primary consideration in making any change. Families are notified when changes in section level or subject are advisable. Such changes are often necessary in grades 8 and 9 elective subjects.

4. Eighth grade elective subjects are grouped heterogeneously, but eligibility for some 9th grade subjects is determined by grade or pre-requisite. (except C in English to start foreign language).

Submitted by: Mrs. Shirley Bower, Counselor
Garfield Junior High School

C. WILLARD JUNIOR HIGH SCHOOL

In order to be specific regarding such practices, the actual method used for group placement of the incoming class for fall 1962 is outlined below.

The first step in determining the grouping of the youngsters is to obtain from the six elementary feeder schools the introductory forms for each individual student and also the total number of students that we will have as seventh graders. In the fall of 1962, we were to receive 353 students as seventh graders. From this total number of students it was determined that we would have ten sections plus one additional adjustment section for students needing additional help in a class of less than 20 pupils. The five basic divisions for these ten sections were taken from the terminology on the Introduction To Low Seventh Grade form. The titles for such sections, as indicated on the form, are 1-very superior, 2-superior, 3-average, 4-slightly below average, 5-decidedly below average, and 6-adjustment. Each elementary teacher checks on the individual introductory form his recommendation for pupil placement in one of the above-mentioned sections. The initial division of the pupils into these sections by the seventh grade counselor is made on the 6th grade teacher recommendations, standardized test scores of reading at the 6th grade, and general intelligence test scores, which are also given at the 6th grade. With this basic information regarding all incoming 7th graders, they were then divided into groups, as mentioned above.

One must be aware that the above-mentioned titles for sectioning as checked by the elementary teacher are titles only with no written definitions. In other words, it is an evaluation by the elementary teacher of each individual within her classroom. While this is generally accepted as a fairly accurate method of evaluating pupil placement from elementary school to junior high school, such evaluation is limited by the sixth grade teacher to her knowledge, regarding her own class. The final group placement of the entire L-7 class is governed by the individual differences of 353 pupils and the final responsibility for placement rests with the counselor.

The range of individual differences for this class was: in reading ability from fourth grade to tenth grade; in general intelligence from 75 I. Q. to 160 I. Q. ; in teacher recommendations from very superior to decidedly below average. In the very superior section there were 70 pupils; in the superior section, also 70 pupils; in the average section 74 pupils; in the slightly below average 60 pupils; in the decidedly below average section there were 56 pupils; in the adjustment section 17 pupils. In addition, there were 6 pupils who were previously certified to the mentally retarded classes. This would give us a total of 353 incoming low sevens.

In order to compensate for what we feel may have been lack of educational opportunity due to environmental factors, we figure class size in the first three sections (down through the average ability group) as 35 or more per class. The two groups in the slightly below average section then are reduced to about 30 and in the lowest two sections are about 25 pupils each. After these initial groupings are made and charted, the introductory forms and charts are taken to each 6th grade teacher and section placement of each of their pupils is discussed with him. This is the time when adjustments are made and further suggestions of 6th grade teachers are taken into account as to the final section placement of these pupils. In an attempt to provide for integration within

III

the various sections at Willard, each section is balanced according to the numbers of pupils from each of the feeder schools. No intended grouping or sectioning is practiced in the elective subjects. This also includes physical education, advisories and study halls. Actually the only place where grouping is practiced is within the required academic subjects and for what we feel are very valid reasons.

There are two basic principles that are generally applied in the education of children under our present limitations. One is to not promote pupils from one grade level to another until they have demonstrated the necessary proficiency in the required subject areas. The other is to promote primarily on chronological age as long as the student is required to attend school and to adapt teaching materials and methods in the required subjects commensurate with the individual's ability.

We practice method number two with the belief that if it is purely a lack of mental capacity, individual frustrations of failure will not make those pupils more able to compete with the intellectually capable students. If, however, an environmental factor has contributed to the lack of functioning on the part of the less able student, then the additional help in the smaller classes should in part overcome this. You will note, as indicated above, that in the lower ability sections, the percentage of students is approximately 30% less than in the above average ability groups. In addition, the lower sections are also given an additional period of what we term Reading Workshop in place of either the 7th grade foreign language or a study. It should also be noted that these groupings are not inflexible. At the end of the first semester of the 7th grade from the original groupings, 16 students had been moved up from one section to another and 18 students had been moved down. At the end of the 7th grade year there was an additional movement of 31 students up and 29 down from one section to another. In addition to this, not only in relation to the 7th grade, but in relation to all grades, each subject teacher receives at the end of each semester a question sheet titled Section Transfer from the grade counselor. On this sheet the teachers are required to list the students who they feel would profit from a section change, either upward or downward and the reasons for their indications of this. In order to keep the elementary feeder school informed of the progress of their former pupils, a copy of each pupil's report card is sent to the feeder schools each grading period during the first semester of the 7th grade.

While the above illustration of procedure in grouping of seventh grade pupils at Willard is factual, one must keep in mind that such factors as individual test scores, elementary teacher recommendations, and total number of students, would influence the actual placement of any individual student within a specific group in any given year.

Submitted by: C. C. Burke, Head Counselor
Willard Junior High School

RESEARCH PROJECT

Sixth grade reading scores were correlated with number of years attended in a Berkeley elementary school.

Conclusions: There is a positive correlation between the number of years in Berkeley elementary schools and reading achievement.

Over 30% of entering 7th grade students have attended a Berkeley elementary school for two years or less. (Approximately 16% of entering 7th grade students attended no Berkeley elementary school).

We feel this survey indicates that special consideration is needed for students new to Berkeley schools. We recommend a special orientation program to assist in fairly evaluating these students before placing them in an achievement group.

We further recommend a continuation of this study to determine more completely the number and grade level of transferring students in order to best direct our compensatory efforts.

IV CONCLUSIONS FROM THE SURVEY OF TEACHER OPINION ON GROUPING, TRACKING, AND SCHEDULING RECEIVED FROM OUR SECONDARY TEACHERS

A. A large majority of the teachers responding oppose total abandonment of homogeneous grouping.

B. A majority of the teachers responding favor some heterogeneous grouping in non-academic classes.

C. A majority of respondences oppose a rigid ratio system for structuring the racial composition of classes.

D. The majority of teachers responding favor grouping into four or five broad bands.

E. Few of the teachers responding have had experience with flexible scheduling or core curriculum.

Many of the responses indicated a need for more effective communication among teachers, counselors, and principals in the general areas of grouping, tracking, and scheduling. As shown by their comments and suggestions, many of our teachers have real concern and good ideas to improve our educational practices.

TASK GROUP NO. 5 - PERSONNEL

Task Group No. 5 suggests the following changes or additions to the District's Personnel Policies. An asterisk indicates the items which are changes or additions.

SECTION II

RECRUITMENT AND EMPLOYMENT
(page 2 of Personnel Policies)

* It shall be the policy of the Berkeley Board of Education to recruit the best qualified staff possible, regardless of race, creed, color, or national origin. A defined and concentrated effort should be made to select teachers representative of the various racial and ethnic groups of the nation, and teachers who have had successful experiences teaching the culturally and educationally disadvantaged students.

So that the personnel director will have the support of all members of the Berkeley educational staff in the hiring and placement of new candidates, the following specific recommendations are given for the fulfillment of the broad general application and employment goals.

* Lists of vacancies shall be sent annually to all important placement bureaus and to institutions of educational excellence, including leading predominantly Negro universities and colleges, such as Howard, Tuskegee, Fiske, and Hampton Institute.

* The job openings shall be clearly defined. Openings at the elementary level shall be specified; at the junior and senior high school level, the subject area shall be specified.

* The policy statement on employment shall be sent with this information, and a brochure of the City of Berkeley and of the school system shall include thumbnail sketches of every school.

* The school district shall notify teacher training institutions that minority group student teachers and administrative interns are welcome in our district, with a view toward future employment if they prove to be successful in their assignments.

* Full credit on a year to year basis may be given to an applicant for satisfactory service in teaching.

DETERMINING NEEDS AND NOTIFICATION OF VACANCIES

a) The principal of each school shall be responsible for determining the personnel need. This is to be done with the advice of the vice-principal and department heads where such administrative appointees exist.

b) The Administration will place at sources of teacher employment notices of available positions within the Berkeley Unified School District with a list of qualifications for these positions. A description of the assignments will be made available to all candidates whenever possible so that the candidates will be made cognizant of the duties and responsibilities of each position.

APPLICATION

a) Vacancies in all teaching and administrative positions shall be filled in accordance with the regulations established by laws of the State of California. Questions on applications shall be constructed solely for the purpose of accumulating information pertaining to the qualifications of the applicant. Questions pertaining to the applicant's race, color, creed and national origin are prohibited.

b) Questions concerning the applicant's personal religious or political beliefs which infringe upon his privacy are to be omitted.

SELECTION

* a) After screening, those applicants whose applications appear to meet the Berkeley standards shall be interviewed whenever possible by a panel consisting of the Director of Personnel, the principal of the school in which the opening exists, and representative teachers.

b) The Personnel Director shall encourage candidates to visit a Berkeley school if possible.

c) Each qualified candidate shall have, if possible, a personal interview during which time he shall be provided an adequate opportunity to express his philosophy of education, professional plans, and qualifications for the position.

d) The Personnel Director shall give to each candidate an approximate date, mutually agreed upon, at which time the applicant may inquire if he has been hired or if the position has been filled.

QUALIFICATIONS

* a) Although applicants should be selected primarily on the basis of educational and academic qualifications, personality cannot be overlooked as a determining factor. Evidence of prejudice and/or discriminatory behavior should be considered a disqualifying factor.

b) Whenever possible at secondary school levels, a candidate shall be assigned to teach in his major field. Assignment to teach his minor field shall be made with the understanding that transfer to teaching in his major field will be offered whenever an opportunity arises.

c) Other qualifications being equal, priority shall be given to candidates who possess a standard teaching credential.

d) On the elementary and junior high school levels, principals are encouraged to take student and intern teachers. However, a principal shall have the right to determine the number of student and intern teachers to be assigned to his school. No teacher, without his consent and the consent of the principal, shall be assigned a student teacher.

On the senior high school level, department chairmen are urged to participate in the student and intern teaching program. However, a department chairman shall have the right to help determine the number of student and intern teachers to be assigned to his department. No teacher, without his consent, shall be assigned a student teacher.

WRITTEN AGREEMENT OF EMPLOYMENT

All candidates accepted for employment shall receive upon notification of employment a written statement signed by the Superintendent of Schools. This written statement shall inform the candidate as to the terms of his employment, starting salary (group classification and step location), type and description of position, place of employment (if possible) and written instructions as to further procedures.

SECTION III

PLACEMENT AND ASSIGNMENT

(page 4 of Personnel Policies)

PLACEMENT IN REGARD TO MAJOR AND MINOR

A teacher will be placed in a subject area in which he has a college major or minor[1] or at the elementary grade level for which he is best prepared.

ORIENTATION WITHIN ASSIGNED SCHOOL

The principal will assume the primary responsibility for orienting new teachers. In carrying out this program, he will schedule and conduct meetings in which new teachers will be encouraged to discuss their individual problems. Experienced teachers should be included as consultants in accordance with their professional responsibility as senior teachers.

SCHOOL PLACEMENT OF STAFF PERSONNEL

* All applicants for staff positions shall be placed in vacancies in which their qualifications can best be utilized. There will be no discrimination in condition or privilege of employment in regard to race, color, creed, sex or national origin. While maintaining this policy, an attempt should be made to improve the racial balance of all personnel throughout the school system.

PLACEMENT OF MARRIED COUPLES

Married couples may be employed in the Berkeley Unified School District. Their assignment must be to different schools within the District except at Berkeley High School.

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[1] Teachers already within the District who at present are working competently in areas of their choice but in which they do not have a major or minor will be excluded from the above section.

When two Berkeley High School teachers marry, they shall be permitted to remain as faculty members if the following requirements are met:

a) Each serves in a different department

b) In the opinion of the principal, the school would benefit by the employment or continued employment of both husband and wife

c) A recommendation regarding the foregoing (b) is forwarded to the Personnel Advisory Commission for review and approval (See Section VII)

d) The arrangement has the approval of the Superintendent of Schools

TRANSFER OF TEACHERS

A teacher presently employed by the District who wishes to transfer to another school will have preference, should any vacancies for which he qualifies arise. A teacher should make known his wishes to the Personnel Director. The teacher shall make application on forms provided and approved by the Superintendent.

The teacher and the principal shall each have the right to express a preference concerning a suggested transfer. It shall be the privilege of the receiving principal to visit in advance the classroom of the teacher wishing a transfer to observe his teaching ability. After such a visit, the principal must submit a written statement of his opinion regarding the transfer.

* Teachers at the elementary and secondary levels desiring to exchange assignments on a voluntary basis for specified periods of time, may do so with the assurance that they would be able to return to their original positions, in order that teachers may have experiences with different kinds of children.

SECTION XV

MISCELLANEOUS

(page 29 in Personnel Policies)

SUPERVISION AND IN-SERVICE EDUCATION

a) The purpose of supervision and in-service education is to foster and encourage a high level of efficiency, morale, and personal responsibility. The principal will assume leadership in stimulating growth on the part of those supervised, in encouraging professional competence, and in developing an effective in-service education program.

* b) District wide responsibility for in-service training in intergroup education shall be assumed by the Assistant Superintendent in Charge of Instruction. The implementation of intergroup education shall be carried out by the directors of elementary and secondary education.

c) The principal may request the services of personnel outside the school to aid him in his supervision and to assist in his in-service education program. He should also encourage teachers to grow professionally by emphasizing the value of workshops, conferences, and professional organizations.

d) The principal may promote in-service education of teachers by:

1. Classroom visitation (announced or unannounced)
2. Individual conference
3. Regularly scheduled group meetings of teachers
4. Inter-visitation of teachers
5. Planned demonstrations
6. Encouragement of use of the Professional Library
7. Meaningful bulletins
8. Encouragement of enrollment in institutional course work
9. Other programs which the principal feels valid for in-service education

* ORIENTATION (to be added under Section XV Miscellaneous)

The purpose of orientation shall be to inform staff members about the school and community.

a) At the time of employment, new staff members should be informed about the ethnic composition of Berkeley and of the student body in the assigned school.

b) The principal should meet with new staff members at the earliest possible time.

c) There shall be a follow-up meeting at the end of the school year to evaluate the orientation program in terms of which activities have or have not been worthwhile and what should be added for new staff members next year.

* EVALUATION OF PERMANENT STAFF (to be added under Section XV Miscellaneous)

a) If obvious prejudice or gross discrimination on the part of a staff member is proven to affect the education of students, then this would be deemed "unprofessional conduct" and would be covered by the Education Code (Section 13403)

b) In order to maintain or improve the level of instruction of the tenured staff, periodic and constructive evaluation shall be made in the following areas:

1. Ability to adapt to changes in subject matter
2. Continued skill as an instructor
3. Continued display of ability and willingness to provide for individual needs
4. Continued display of ability in controlling classes
5. Continued genuine interest in and liking for children
6. Interest in the welfare of the students
7. Professional attitudes
8. Relationships with staff members
9. Community and parent relationships
10. Personal qualities
11. Ability to maintain an attractive classroom
12. Health and energy to pursue teaching with vigor and enthusiasm

PROCEDURE RECOMMENDATIONS

(Not to be interpreted as policy recommendations)

1. Suggestions for orientation

   a. Just prior to the opening of school, the following information should be provided:

      School hours

      Grade enrollment

      Faculty meeting day (or days)

      Department chairmen and department meetings

      New teacher meeting days

      Marking period dates

      Student council meetings

      Extent of student government in school

      P. T. A. dates

      In-service training opportunities

      Program and policies of the school

      Teacher load

      Teacher responsibilities

      Homework policies

      Test schedule

      Report card schedule

      Special services available

      Standardized testing program

      The grading system used

      Discipline--meaning of and psychology of discipline

   b. Tour of the school district should be arranged in which new staff members will get a description of each school and neighborhood.

2. Suggested procedure if the Ramsey Plan should be adopted by the Board (Ramsey Plan implications for personnel)

   a. Administration of Burbank

      Contingent upon Board decision approving a four-year high school or the junior high school plan

   b. Presently employed faculty

      Upon request, teachers should be placed where needed in accordance with the following:

      1) Possession of proper credential
      2) Subject area needs--the number of teachers needed in a specific subject in a particular school
      3) Length of service in the school system
      4) Demonstrated ability with student in grade level requested

   c. Transfers within the District shall be made in accordance with existing transfer policy. (Transfer of Teachers, page 5, Personnel Policies)

   d. Counseling staff placement

      Also contingent upon Board decision approving a four-year high school or the junior high plan

      However, if the junior high plan is adopted, the counselors should rotate to Burbank for the ninth grade year.

      Burbank should have a head counselor as a member of its permanent staff.

      The rotation of counselors might create the following problems or disadvantages:

      1) Difficulty in meeting with the incoming 7th graders and their parents
      2) The Burbank staff's need to get acquainted with a new counseling staff every year
      3) The counselors need to adjust to, and become well acquainted with, the staffs at two schools

TASK GROUP NO. 6 - FINANCE

Our explicit tasks were to cost out the programs presented by the other task groups and to show their financial implications. This end result would be obtained by: (a) developing cost estimating procedures, (b) applying these procedures to other group recommendations, (c) stating our own findings and recommendations.

To reach this point, the group was instructed to: (a) investigate sources of available public funds at state and national levels, (b) study foundation grant possibilities, (c) analyze any additional tax requirements which might be involved in financing an anticipated program.

In the first instance the scope of our task seemed immense. However, there were obvious implicit limitations set by: (a) the time allowed for it, (b) the continuing financial demands of our on-going programs within present funding realities and longer-run funding potentials, (c) the necessary reliance on careful gross estimates. The group recognized that apparent detailed and definitive estimates might have given the appearance of greater certainty and accuracy, which in reality would give a false impression.

Ours was a budgetary task. In effect we were to develop a special budgetary document. To be useful, it would necessarily parallel the regular general fund budget in terminology, format, estimation procedures. It would be built within the framework of the district's tax requirement study which related continuing and expanding needs to limited fund sources. (1) It would look both to a full, long-range program as developed by the other task groups, regardless of cost, and to the immediate financing of feasible programs in 1964-65 with the rigid limitations of available additional public funds as supplemented by possible private grants. This special budgetary process would be undertaken with complete recognition of the district's many presently on-going and specifically planned programs seeking to reduce the undesirable effects of de facto segregation, such as the Intergroup Education Project, classes for the educationally and emotionally handicapped under Assembly Bill 464 and Senate Bill 115, the pilot nursery school and parent education projects, the expanded and racially integrated summer school program.

DEVELOPING COST ESTIMATES

As the first step toward estimating costs, unit costs were developed for the major budget categories relating to staff, materials, equipment, capital outlay and transportation. The unit of cost, whether per teacher, per consultant, per clerk, per pupil, per book, per classroom, followed Berkeley budgeting practices. These units, based on average practice and experience in Berkeley and among the school districts of California, conform with the criteria and procedures suggested in the State budgeting and accounting manual. (2) Though the customary units of costs may leave something to be desired as indicated by Professor William P. McLure, Director, Bureau of Educational Research and Professor of Educational Administration, University of Illinois, they are adequate for present purposes, providing a basis for reasonable estimates, and for obtaining financial data in a form which can be compared with similar data from other California school districts.

Though the experience of other school districts provided the Task Group with useful cost data, especially in the field of transportation, it was necessary to lean primarily on Berkeley experience. This was the key to developing the necessary units of cost in every category but transportation.

The other task groups were the sole source of data to be priced out. These were the recommendations in their written reports, placed on a form suggested by Task Group No. 6 to which cost yardsticks could be readily applied. (3) Discussions were held with each task group and liaison was maintained throughout the course of the study to facilitate translating their recommendations into fiancial terms.

Consultants from within the staff were used as needed. The contribution of Mrs. Fern DeSoto was considerable, especially in terms of on-going and planned programs in compensatory education and foundation grant possibilities. Mr. Milton Loney, Coordinator of Counselors, ably pointed up the actual and potential part NDEA funds might play, both in total upgrading of our educational program and in developing compensatory programs. Both consultants pointed up the need for coordination of efforts in special program areas.

REPORTING COST ESTIMATES

The estimates of feasible de facto recommendations represent additional costs. Though they parallel the school district budget and can be incorporated into it, they are not estimated expenses charged to a single and particular budget category but would be charged appropriately to the various proper budget classifications.

The estimates are reported by task group areas, since the total feasibility and implementation study is organized in this manner. Each task group is listed whether or not its recommendations involve additional costs.

This budget of cost estimates includes long-range priority and immediate alternative plans as indicated by the other task groups. It likewise looks to immediate as well as long-run possibilities. From this budget-like document, in summary form, it is possible to see the elements of cost of alternative plans, total and partial programs.

FINANCIAL IMPLICATIONS AND RECOMMENDATIONS

Task Group No. 6 presents the income side of the picture, present and potential, immediate and long-run and the need, feasibility and timing of a future tax election. It relates all of this to regular on-going operating requirements, the costs involved in upgrading instruction, systemwide and to providing staff salaries calculated to underwrite that goal. The long-range goals and immediate plans of task groups are reported as they were received and have not been assigned any priority by Task Group No. 6, either in relation to other de facto feasibility recommendations or to normal budget items.

Finally, Task Group No. 6 presents related recommendations in the interest of improving staff utilization, planning and coordination of programs, and of housekeeping economies. For as we seek additional public moneys to expand programs, it is essential that we look at the other side of the coin, to insure a quality dollar's worth in return for each dollar expended.

FINANCIAL SUMMARY

The financial statement that follows reports the estimated costs of the proposals which can be detailed and defined at this time. Obviously a pioneer effort such as that being studied in Berkeley will have to be continuously developed, evaluated, and revised to attain the goals desired. It will require the utilization of the total resources available to the district and a much broader involvement of staff than the Task Group membership that was limited for purposes of expendiency to propose, in a very short period of time, the directions to be taken and the goals to be achieved. Translating these proposals into courses of action and specific plans in many instances will require specialized professional study along with the necessary time to make the studies.

Attempts were made to determine what plans are currently under consideration for 1964-65. This was accomplished by circulating a directive from the Superintendent requesting this information and by means of discussion with key staff members their plans for programs and financial support of these programs for implementation next year. The findings resulting from these inquiries are reported in the "Financing School Integration" section of this report. As may be seen in a study of that section there are currently included in the 1964-65 budget some proposals for programs that may partially implement or supplement recommendations made in this report.

It became apparent when studying the needs expressed by the various groups that some major policy decisions have to be made regarding how, and to what extent, these needs may be met. For example, a determination must be made regarding the extent that proposals for additional school plant be met out of current operating funds and out of bond or other building funds such as those that might result from the sale of district property.

The estimated expenditures in the table that follows are those expenses that may be estimated at this time in a format organized along the task group area lines. It summarizes estimates into "Long-range Implementation" and "Immediate Implementation" columns. The "Immediate Implementation" column essentially differs from the "Long-range Implementation" column in reporting those costs recommended by the individual task groups as minimum and possible for implementation in 1964-65. Derivation of the cost estimates are explained on the pages following the Financial Estimate pages and are identified by means of reference numbers.

FINANCING SCHOOL INTEGRATION

Specific financing plans for proposals that cannot be completely priced or costed at this time are not possible. Even the financial ability to partially implement proposals in 1964-65 is difficult to determine prior to the formulation of the 1964-65 Preliminary Budget. For these reasons the estimated expenses are detailed in the next section to permit a selection of recommendations if desired. Similarly the information presented in this section attempts to report the major changes in funds that are probable next year along with the possible additional funds that may be made available by the Legislature, the Board of Education, and other agencies in the coming year. Such indications of broad financial possibilities along with the estimated expenses of specific detailed recommendations may afford a perspective of the needs and the means available to achieve them. With this information it may be possible to select programs to be activated in the fall of 1964 and to determine which recommendations will need additional study of means of acquiring the needed financial support.

IMPLEMENTATION COST STUDY

The first column indicates the estimated expenses of fully implementing the recommendations of the task forces except for those costs which could not be determined at this time. The second column is estimated expenses of those recommendations which are capable of and are recommended for implementation in the fall of 1964 if means of financing them are found.

	Task Group	Full Implementation	Alternate Program
1.	Ramsey Plan	$ 50,000	$ 50,000
2.	Integration	144,000	144,000
3.	Compensatory Education	483,605	220,000
4.	Grouping, Tracking, & Scheduling	418,418	176,706
5.	Personnel	-	-
6.	Finance	-	-
7.	Other Recommendations	886,342	344,809
	Total	1,982,365	935,515

FINANCIAL OUTLOOK

A preliminary survey of the financial outlook for 1964-65 indicates funds as follows:

Probable Funds

Present conditions indicate probably increase in year ending balance		$188,000
Estimated increased secured roll taxes from assessed valuation increases		474,500
Estimated increased unsecured roll taxes from assessed valuation increases		75,000
Total		737,500
Less: resulting reduction in State Apportionments	$182,600	
contested Collier Factor Taxes	115,000	
		297,600
Total Probable Funds		$439,000 *

Other Possible Funds **

Funds raised by the levy of a $10 restricted tax for adult education	$170,000
Funds raised by the levy of a $.25 restricted tax for 7th and 8th grade education	426,000
Additional State Apportionment estimate based on the Unruh Bill	174,000
Total Other Possible Funds	$770,000 **

Total Cost of Immediate Goals of the seven task groups	$935,515
Less Total Probable Funds available for fall, 1964	439,900
Deficit	$495,615

This deficit would equal an additional tax of $.29 per $100 of assessed valuation.

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* Some additional funds may be available from Compensatory Education funds from 1963-64 AB 464 program reimbursement.

** Some additional funds could be available from foundation grants.

THE RAMSEY PLAN

Recommendation	Full Implementation	Alternate Program
Summer Programming & Scheduling		
Counselor Salaries (a)		
Burbank	$6,476	$6,476
Garfield	6,640	6,640
Willard	6,843	6,843
Department Chairmen Salaries (b)		
Burbank	1,045	1,045
Garfield	1,110	1,110
Willard	1,202	1,202
Textbook Expense		
Burbank (c)	4,750	4,750
Garfield (d)	1,500	1,500
Willard (d)	1,500	1,500
Transportation (e)	-	-
Clerical Salaries, Transfer of books and equipment	8,934	8,934
New Equipment - Science Laboratory, Shop Program, Programmed learning, etc.	10,000	10,000
Total	$50,000	$50,000

(a) One month salary for counselor staff

(b) One-half month salary for three department chairmen at each school

(c) One-half of 1963-64 textbook budget

(d) $1,500 estimated as cost of additional books required

(e) No transportation recommended by Task Group No. 1

INTEGRATION

Recommendation	Full Implementation	Alternate Program
1. Transportation	$144,000 (a)	$144,000 (a)
2. Moving and arranging of instructional materials, library books, supplies, and equipment to appropriate schools	(b)	(b)
3. Expansion of library facilities	(c)	(c)
4. Building changes	(d)	(d)
5. Crossing guards, miscellaneous expense	(e)	(e)
Total	$144,000	$144,000

(a) The continuing cost of transporting four thousand children for one hundred and eighty days a year at $.20 per day. This does not include any costs of supervision which may not be required.

(b) This can be handled during the year of planning and preparation by present staff on regular time and at minimum cost. Should additional time be necessary, clerical personnel would be available at $2.02, truck drivers and laborers at $2.41 and professionals at $6.31 per hour.

(c) Each of the intermediate schools falls short of the necessary space for library facilities. In view of the nature of the curriculum needs of the intermediate schools, the following schools would require additional square footage. The provision of this space could be accomplished at no additional cost by flexible use of the facilities, using adjoining classrooms, or with portables at minimal cost of $1400 to $2000 per portable. If remodeling becomes necessary, a cost factor is introduced. The cost involved could be up to $155,000.

(d) There appears to be no costs involved in providing buildings which could house kindergarten, first and second grade children. All of the 1952 buildings are of Type I construction. All of the current building program will be of Type I construction for those grades. Even the older buildings have sufficient ground floor rooms to meet the primary grade needs. Although there will be additional costs in the change over to fit the schools to the needs of the particular age group to be serviced, there are possibilities of offsets to these expenditures. For example, income or the equivalent thereof may be forthcoming by the closing of the Franklin K-P, the sale of the property and plant or its use for other school district purposes. Another offset to expenditures would be any public or private grant which might be obtained to finance this change.

(e) Nothing is estimated for crossing guards and other miscellaneous expenses. The need for crossing guards would depend in part on the transportation plan adopted and the cooperation by the city in providing this service.

TE: The chart on Page 61 deals with recommendations on COMPENSATORY EDUCATION.

GROUPING, TRACKING, AND SCHEDULING

Recommendations	Full Implementation	Alternate Program
1. Lower class size	(a)	(a)
2. Meetings between 6th grade teachers and seventh grade teachers	$ 1,058 (b)	$ 323 (c)
Full day visitation for each 6th & 7th grade teacher	2,116 (d)	379 (e)
To maintain full implementation above recommendations each year	952 (f)	(f)
3. Committee to write courses of study for basic subjects	4,800 (g)	(g)
4. Set up classrooms for lower level classes, $1,000 per classroom	45,000 (h)	22,500 (i)
5. One counselor per 350 pupils in elementary schools	347,688 (j)	147,504 (k)
6. Additional 1-1/2 counselors in grades 7-12	15,804 (l)	(l)
7. Continuing investigation in flexible scheduling	1,000 (m) *	(m)

* Not an initial cost of the program.

(a) No specific recommendations were made regarding class sizes. It was determined that the estimated cost of reducing class size by one would cost approximately $105,000.

(b) The $1,058 represents the substitute pay to release ninety-five teachers for one-half day meetings.

(c) $323 is the substitute pay that would be required to release one teacher from each elementary and each junior high school for a one-day visitation.

(d) The cost of releasing ninety-five teachers for a one-day visitation would be ninety-five days of substitute pay.

(e) The cost of releasing one teacher from each of seventeen schools would be seventeen days of substitute pay.

(f) The group estimated that the continuation of the visitations would require only 30% of the initial costs.

(g) The Task Group estimated that it would require four committees of five people each with salary payment of $240 for four weeks. It was not believed possible to schedule this development of courses of study in 1964-65.

(h) It was estimated that forty-five classrooms should be provided with $1,000 each to take care of the children in lower level classes.

(i) For the first year it was estimated that $500 per classroom for children in lower level classes might provide many of the basic requirements.

(j) The cost of 33 counselors at $10,536 per counselor.

(k) The cost of 14 counselors at $10,536 per counselor.

(l) The cost of 1-1/2 counselors at $10,536 per counselor. The Task Group made no recommendations for additional 7th and 8th grade counselors in 1964-65.

(m) $1,000 was the estimated cost of the Task Group for continuing investigation of flexible scheduling subsequent to 1964-65. No recommendation was made for 1964-65.

OTHER RECOMMENDATIONS

Recommendation	Full Implementation	Alternate Program
1. Innovations Proposed to Improve Race Relations at Berkeley High School:		
Assignment of lockers		
Social Clubs		
Interest Clubs - materials for activities	$3,200 (a)	$3,200 (a)
Extra-curricular Activities		
Salaries	12,300 (b)	(b)
Materials and Equipment	1,200 (b)	(b)
Orientation: Special Class for Orientation of New Students--Curriculum Development	2,000 (c)	2,000 (c)
Orientation Program for Entering Students:		
Certificated Salaries	9,300 (d)	(d)
In-service Training		
Consultant	1,000 (e)	1,000 (e)
Clerical Assistance	1,000 (f)	1,000 (f)
Total	$30,000	$7,200
2. McKinley Needs, Programs and Practices		
Removal of Stigma		
Replacement and Expansion of Facilities	- (g)	5,700 (h)
Improved Adult Education	- (i)	(i)
Expanded Homemaking Program	2,500 (j)	2,500 (j)
Additional Services	10,536 (k)	10,536 (k)
Total	$13,036	18,736
. Berkeley Summer School Programs		
Elementary Scummer Schools		
Extend Program to All Grades	48,800 (l)	(l)
Extend Session to Five Weeks	12,200 (m)	(m)
Other Campuses to Be Provided	-	
Additional Remedial Courses	- (n)	(n)
Bus Transportation	- (o)	(o)
Expanded Recreation Program	-	
Total	$61,000	

Recommendation	Full Implementation	Alternate Program
Berkeley Summer School Programs (continued)		
Junior High School		
Extend Session to Five Weeks	$14,550 (p)	0 (p)
Opportunity to Prove for Make-up	- (q)	0 (q)
Additional Remedial Reading Program	- (q)	0 (q)
Proximity Factors in Establishing Campuses	- (r)	0 (r)
Total	$14,550	0
Berkeley High School		
Remedial Work in Reading and Arithmetic	$ 883 (s)	0 (s)
Reading Acceleration Workshops		
Equipment	5,000 (t)	0 (t)
Salaries	883 (u)	883 (u)
Retain Counselors for 8 Days	4,900 (v)	4,900 (v)
Dean Service	883 (w)	883 (w)
Total	$12,549	$6,666
4. Guidance Service		
Increased Guidance Consultants	$38,500 (x)	$38,500 (x)
Teacher Released Time	15,000 (y)	15,000 (y)
Suitable Guidance Consultation Rooms	0 (z)	0 (aa)
Additional Psychologist	11,000 (bb)	11,000 (bb)
Cooperation with City Agency	0 (cc)	0 (cc)
Total	$64,500	$64,500
5. Curriculum and Curriculum Materials	-	-
6. Library Programs		
Librarians	$293,407 (dd)	$ 93,407 (dd)
Clerks	56,000 (dd)	73,500 (dd)
Books and Materials	121,500 (dd)	80,800 (dd)
Library Facilities	275,800 (dd)	- (dd)
Total	$690,707	$247,707
GRAND TOTAL	$886,342	$344,809

Financial Statement Explanations

(a) A basic allowance of $1.00 per student is recommended until more specific programs may be determined.

(b) An amount equal to intramural expenses budgeted for the junior high schools is recommended when adequate facilities are made available for extra-curricular activities. Lack of these facilities at present would make difficult such a program and no expense is recommended in the "Alternate Program" column for 1964-65.

(c) $2,000 is the estimated expense for salaries and consultants to develop the proposed course. It is felt that the expense of class materials distributed to the students should be borne by the normal school budget.

(d) This is the expense estimated for requiring two additional days of service by the high school certificated staff based on the existing annual contracts of these personnel.

$$\frac{1,290,207}{277} \times 2$$

There is no expense recommended in the "Alternate Program" column for 1964-65 because of the problems involved in scheduling two additional days of school after the adoption of the 1964-65 calendar.

(e) This is the estimated expense of consultants for twenty half-day meetings at $50.00 per meeting.

(f) This is the clerical expense for taking notes and preparing stencils by clerical staff for 100 meetings at $10.00 per meeting.

(g) The replacement and expansion of facilities expense cannot be estimated and should be proposed only after professional study and evaluation.

(h) $5,700 is proposed for 1964-65 for the purchase of a bus to provide transportation to Physical Education classes which will relieve to an extent the crowded facilities. Nothing additional is proposed for the operating expense of the bus as funds for other expenses may be diverted for this function.

(i) The improvement of adult education would in good part be involved with the replacement and expansion of facilities discussed in (g) above, and no specific program can be proposed until the facilities problem is studied. Because no possibilities of adequate plant for this recommendation are foreseen for 1964-65, nothing is proposed for expenditure in the "Alternate Program" column.

(j) The expanded homemaking program includes plans for the preparation and serving of breakfast under the supervision of a certificated employee for 180 days at an hourly cost of $6.31. The remainder of the $2,500 is the estimated expense of meals to needy pupils and the subsidy of operating losses.

(k) The additional services recommended are related to the need for expansion and replacement of facilities and cannot be detailed at this time. The $10,536 reported in the "Alternate Program" column is the salary for an adult class counselor.

(l) The $48,800 is an estimate based on the assumption that it would require approximately the same expenditures to provide grades 1-3 education in the Washington and Jefferson as their estimated expenses to educate Grades 4 to 6. Nothing is proposed in the "Alternate Program" column as it it not possible to make changes in the 1964 summer session.

(m) One-fourth of estimated expenses for four week sessions at Jefferson and Washington, 1/4 x 48,800. Extension of program not possible at this time for the 1964 session.

(n) No scheduling of remedial courses is possible for the 1964 session. A study of the needs in this area must be made before a cost proposal may be determined.

(o) Cost of bus transportation would have to be determined after a study was made of numbers of students that would require transportation. No provision for transportation is recommended for the 1964 session.

(p) The $48,800 Full Implementation cost to extend the junior high summer sessions is equal to one-fourth of the total estimated expenses for Garfield and Willard summer schools. No extension of the 1964 session is proposed because of the impossibility of extending that session at this late date.

(q) Although the Task Group wished to indicate the need for providing academic make-up opportunities and additional remedial reading programs in the junior high summer schools, no cost estimates could be established until these needs were surveyed.

(r) It is possible that summer schools could be located with due regard to proximity factors with little or no extra cost. Cost estimates could be made only after it was determined which school plants would meet the needs and what special provisions would have to be arranged for these plants to meet the summer school requirements. No changes are possible or recommended for the 1964 session.

(s) The $883 Full Implementation cost for remedial work in the high school summer session represents one teacher's salary for four hours per day for the session. It is not possible to schedule these classes for the 1964 session.

(t) The estimated cost of equipment for one reading acceleration workshop is estimated to be $5,000. It was not believed possible to arrange for this equipment for the 1964 session.

(u) The $883 salary figure is the salary for one four-hour teacher.

(v) The $4900 represents the estimated cost for eight extra days of service for all of the counselor staff based on their annual contract salaries.

(w) The $883 for deal service is calculated at the Special Day and Evening Rate of $6.31 per hour for four hours a day.

(x) Increased guidance consultants were estimated as three and one-half positions at an annual rate of $11,000 each.

(y) The $15,000 cost of released time for teachers is the estimate of the Task Group.

(z) An urgent need for guidance consultation rooms in the schools was felt by the Task Group. No estimates were made of the cost of providing these facilities as it was believed that such estimates would require the assistance of school plant planning personnel.

(aa) It was not believed possible by the Task Group that facilities could be constructed for the 1964-65 school year.

(bb) The additional psychologist position was estimated to require an annual salary of $11,000.

(cc) The Task Group believed that the cooperative services with the City of Berkeley might be arranged without additional cost to the District.

(dd) The Full Implementation recommendations consist of the following:

Librarians:	Elementary - 30 positions	$180,000
	Secondary - 16 positions	96,000
	Professional Library - 1 position	6,000
	Library Center - 1 position	8,000
	High School - after school Librarians - 540 hrs. x $6.31	3,407
	Total	$293,407

(dd) Full Implementation recommendations (continued)

Clerks: Elementary - 16 positions	$64,000
Secondary - 12 positions	48,000
Professional Library - 1 position	4,000
Library Center - 1 position	3,600
Library Center - hourly	1,900
Total	$121,500

Books and Materials:

Elementary - 40,000 x $3.00	$120,000
Secondary - 30,000 x $5.00	150,000
Library Center - supplies	5,800
Total	$275,800

The Alternate Plan recommendations consist of the following:

Librarians:

Elementary - 14 positions	$84,000
Library Center - 1 position	6,000
High School after school librarian hourly salaries	3,407
Total	$93,407

Clerical:

Elementary - 10 positions	$40,000
Secondary - 4 positions	16,000
McKinley - 2 positions	12,000
Library Center - 1 position	3,600
Library Center - hourly clerks	1,900
Total	$73,500

Books and Materials:

Elementary - 25,000 books x $3.00	75,000
Library Center - Supplies	5,800
Total	$80,800

TASK GROUP VI RECOMMENDATIONS

In the light of our study, we recommend that all proposals contained in this report that are approved by the Board of Education be implemented and financed as follows:

1. The Board authorize any necessary preparation during the summer for the implementation of those recommendations deemed essential and urgent, and that the administration be directed to incorporate the cost of such plans into the publication budget in July, 1964.

2. That the needs expressed in this report be evaluated by the Board in relation to the other needs and financial ability of the District as reflected in the Publication Budget.

3. The Board then determine which recommendations shall be implemented and/or what funds shall be allocated in the school year 1964-65 in their efforts to achieve the goals of integrated education.

4. A new staff task group be later appointed to evaluate the results of the program activated now, and to plan and recommend specific programs, schedules, and financing to achieve the goals established by the Board of Education.

5. That this new task group report its findings and recommendations to the Board on a date fixed by the Board to allow sufficient time to be incorporated in the 1965-66 budget.

6. The Board of Education consider the possibility of a tax election during the 1964-65 school year.

7. Employees be encouraged to make suggestions of means by which the district can conserve funds.

8. A staff utilization study be conducted to insure the best use of our human resources.

9. Office practices and procedures be surveyed in order to conserve material resources.

10. Berkeley has apparently not taken advantage of as many opportunities as it might have to obtain sources of money other than from local taxes. Though certain special programs, now on-going in the Berkeley schools, have made use of special grants, activities in this area have been sporadic and uncoordinated. Too often, they have tended to compete with each other and with long accepted existing programs.

    Therefore, we recommend that a research and development function be inaugurated. Responsibility for this function should be clearly established. It should focus on the designing, coordinating, and financing of experimental programs to meet student needs, especially in the areas of compensatory education and integration. The financing would be sought in the form of grants from any and all government and private sources, and special tax provisions.

In staffing this function the Board should look for particular competence in, and knowledge of, areas of instruction at all levels; in the special services and in research design. In addition, staffing requirements should emphasize knowledge of, and ability to seek out sources of funds, public and private, and to finance the special programs which need dictates are essential to education in an interracial community. Above all the staffing should be chosen on the basis of demonstrated ability to coordinate without dictating, and inter-relate with all concerned - children, parents, teachers, and specialists - with deep perception and regard for people as individuals.

Additional money received should be able to repay, many times over, any staff salaries which might be required by this function.

FOOTNOTES

1. Berkeley Unified School District, Accounting Office, TAX REQUIREMENT STUDY, March 3, 1964.

2. California State Department of Education, CALIFORNIA SCHOOL ACCOUNTING MANUAL, Bul. XXX, No. 11 (Sacramento: State Printing Office, October 1961).

3. Sample of this form may be obtained upon request.

TASK GROUP NO. 7 - OTHER RECOMMENDATIONS

I. INNOVATIONS PROPOSED TO IMPROVE RACE RELATIONS AT BERKELEY HIGH

A. ASSIGNMENT OF LOCKERS

1. This should be done by homeroom

   or

2. Alphabetically. This would make for a more random selection and help combat what appears to be segregation by choice.

B. SOCIAL CLUBS

We should continue to discourage social clubs at Berkeley High School by every possible means. No jackets, emblems, or publicity of any kind should be permitted on the campus.

C. INTEREST CLUBS

These clubs should be furthered by:

1. Giving free publicity in the school paper to all club activities
2. Setting aside school time for the promotion of clubs

D. EXTRA-CURRICULAR ACTIVITIES

These should be expanded in the areas of sports, drama, music and school leadership. It is suggested that a token amount of $1.00 per pupil for furthering interest clubs and extra-curricular activities at Berkeley High School be budgeted. There should be an equitable division of this fund between the two.

E. IMPROVEMENT OF INSTRUCTION

The freshman class in Sociology should be completely heterogeneous (no ability grouping), with an experimental study made by teachers and reported to the faculty on their findings as to:

1. Individualized instruction
2. Resource opportunities
3. Value to the group as a whole
4. Needs necessary for instruction in furthering understanding of human development and social relations

F. INSERVICE TRAINING

We recommend the institution of a school-wide training program engineered from the administration via a steering committee and carried out by department heads and individual teachers. Emphasis should be on staff contributions and participation.

Ultimately the responsibility for in-service education rests with the educational leader of the school. The success of any program depends upon cooperative participation on the part of the entire staff. Programs should be problem-centered as developed by the staffs. Opportunities to develop leadership roles should be available to all staff members.

G. ORIENTATION

1. A special class for the orientation of new students is proposed. It would be combined with teaching Driver Education, making a one-semester course. All students new to the school should participate in the course during their first semester.

   Included in the course should be a unit by the principal, vice-principal, and each dean. Topics which might be taught by these people could include history, traditions, and customs of the school. Also suggested as topics to be given by counselors are:

   a. Test explanation and interpretation

   b. Career planning and exploration

   c. College aims and entrance requirements

   d. Citizenship, leadership, parliamentary rules and procedures

   e. The anthropological, psychological, sociological, etc. aspects of inter-group relations

2. There should be an orientation program for all entering new students (not just tenth grade students) to be spread over several days before the opening of schools in the fall. Teachers, counselors should participate.

H. BERKELEY HIGH SCHOOL LIBRARY

The library should be kept open after school and in the evenings.

I. ADDITIONAL LAND

Additional land for an expanded intra-mural athletic program should be obtained. All students are entitled to opportunities available to any student with regard to participation in physical activities. This is so, regardless of the degree of skill possessed by any student.

II. MCKINLEY NEEDS, PROGRAMS, AND PRACTICES

"All individuals should have equal educational opportunities though not necessarily identical educational opportunities."

The foregoing is part of the first sentence in the second paragraph of the statement of educational philosophy adopted by the Berkeley Board of Education on March 6, 1964.

Individuals who attend McKinley School do not receive equal opportunities because of the following:

Stigma - While this applies largely to minors, there is some stigma attached to attendance at McKinley for minors or adults. Outside of Berkeley, educators have commented very favorably on McKinley. Further, Berkeley secondary principals seem to approve thoroughly of the school.

Facilities - During the last year, the enrollment increase (by 400 adults and 25 minors) has taxed the ancient building beyond capacity. The handicap imposed by a 73-year-old building adds to the stigma attached to McKinley so that few transferees to the school are initially happy about the transfer.

RECOMMENDATIONS

A. REMOVAL OF STIGMA

Information regarding the unique role and contributions of the McKinley staff, working under very adverse conditions, should be widely publicized. The programs offered at McKinley serve to meet needs not satisfied in our other secondary schools and afford a measure of success to students not accustomed to it.

B. REPLACEMENT AND EXPANSION OF FACILITIES

Additional modern space is the major requirement. A study by a committee including representatives of distinguished ex-McKinley students should be undertaken no later than September.

It is believed that funds available from sale of the present McKinley site to the University of California and from Federal sources (PL 88-210) would finance completely a new building if it were built at Aquatic Park. An alternate site is the old Army site on Grizzly Peak Boulevard.

A bus would afford immediate relief as it would free a classroom. A class of boys would be at the Grove Street Recreation Ground each period.

Cost of a 36-passenger bus is $5,700.

C. IMPROVED ADULT EDUCATION

Both facilities and programs are needed, and the McKinley faculty have many suggestions for these. The following exemplify some items. According to the faculty a day-time adult facility would offer:

1. An opportunity for parents to attend while their children were at school

2. The possibility of establishing a parent nursery at McKinley. Not only would this facilitate the education of the mothers of pre-school children but it would provide an opportunity to educate minor students in child care.

It is felt that the presence of 1800 adults attending voluntarily at McKinley tends to reduce the stigma felt by the minors.

D. HOMEMAKING PROGRAM

The homemaking program should be expanded to include the daily preparation and serving of breakfast by students. The cost would include:

1. Any free meals given needy pupils

2. A supervisor for an extra hour (7-8 a.m.) @ $6.31 per day

3. Any money lost in operating the program

Estimated cost - $2,500 per year

E. ADDITIONAL SERVICES

Additional services which should be considered are: one counselor to be used in the adult program, an auto shop, a course in IBM Key Punch, a tool room clerk.

Few, if any, of the necessary additions to the McKinley program are possible with the present facilities and must wait until adequate modern facilities are available.

III. BERKELEY SUMMER SCHOOL PROGRAMS

Observation was made that all levels are racially balanced as far as total enrollments are concerned. It is hoped, however, that more minority students will be educated and encouraged to take the academic enrichment courses (language workshops, etc.) at the elementary and junior high levels, and more college preparatory courses at the high school level.

A. ELEMENTARY LEVEL - Group members agreed unanimously on the following:

1. Program should be extended to all grades (K-6).
2. Length of session should be extended to five weeks.
3. Other campuses should be provided to accommodate the additional enrollment expected from No. 1.
4. Additional remedial courses in reading and arithmetic should be provided.
5. Bus transportation should be provided if distance from school inhibits attendance. Until provision is made for additional campuses, no specific recommendations can be made regarding transportation.
6. Recognizing the function of the Berkeley City Recreation and Parks Department, we recommend that the school district explore the possibility of an expanded recreation program under the department.

B. JUNIOR HIGH SCHOOL LEVEL (conference with Mr. Rowe)

Group members agreed unanimously on the following:

1. Length of session should be extended to five weeks.
2. Opportunity should be provided for make-up work related to eighth grade English, social studies and mathematics. (Courses to be of two-hour duration to make up for failures during eighth grade)
3. Additional remedial reading facilities and instructors should be provided.
4. Proximity factors should be considered in the establishment of campuses.

C. HIGH SCHOOL LEVEL - Group members agreed unanimously on the following:

1. More remedial work in reading and arithmetic is desirable.
2. Reading acceleration workshops should be established.
3. Counselors should be retained for one week before session begins, and at least three days after school has ended to be sure courses are evaluated and credited properly.
4. Dean service should be provided.

IV. THE GUIDANCE SERVICE

The Guidance Service is concerned with the identification, evaluation and planning for referral of emotionally handicapped children in the public schools of Berkeley.

It is further concerned with offering consultation and collaboration with teachers, principals and other school staff in helping any child make the best possible use of his educational experiences.

In a limited number of cases, direct case work service is offered to families and children until referred.

RECOMMENDATIONS

A. It is recommended that top administrative action be taken to acquaint the entire certificated staff with the role and function of the guidance consultants and that such a program of improved communication between the consultants and the staff be considered an on-going responsibility of the Superintendent's office. A clearer understanding of the proper role and function of the guidance consultants by the principals and teachers will permit a more effective guidance service to be offered to the schools.

B. It is recommended that there be an increase in guidance consultants (at least one full-time consultant for each two schools).

C. It is recommended that a method be worked out whereby classroom teachers could be relieved of their duties to consult with guidance personnel. A substitute would be used to replace a teacher who needs to meet with the guidance consultant. It is anticipated that $15,000 per year would meet this cost.

D. It is recommended that every effort be made to provide suitable office space so that maximum benefit can be derived from interviews.

E. It is recommended that an additional psychological services consultant be hired to take care of the increased testing load.

F. Recognizing that it is not the function of the school to treat disturbed children, it is recommended that the school district explore the need to cooperate with Berkeley City Mental Hygiene Clinic in expanding facilities there for treatment of mentally or emotionally disturbed minors.

V. LIBRARY NEEDS

The quality of the instructional program and the success of educational services are dependent upon the provision of a sound, well-supported, adequately staff school library program.

RECOMMENDATIONS

It is recommended that the Board adopt, in principle, the American Library Association's standards for School Library Service and approved by leading educational associations and groups.

A. Some of the important recommendations are as follows:

1. For the first 900 pupils, one librarian per 300
2. A minimum collection of 6,000 volumes for each school or ten books per student
3. After the standards have been reached, a budget for materials of at least $4-6.00 per student
4. One clerk per 600 students
5. Facilities should be attractive, well-lighted, with adequate office and workroom space, and storage area for materials. The library should be large enough to seat 10% of the enrollment based on the provision of about 25-30 square feet per student.

B. An adequate library program would require the following:

Elementary schools

1. Certificated Librarians 26-30	$156,000 - 180,000
2. Clerks 16	64,000
3. Number of volumes added (40,000 x $3)	120,000
Total	$340,000 - 364,000

Secondary Schools (including McKinley)

1. Certificated Librarians 12-16 (in addition to present staff)	$ 72,000 - 96,000
2. Clerks 8-12	32,000 - 48,000
3. Number of volumes added (approx. 20,000-30,000 x $5)	120,000 - 150,000
Total	$224,000 - 294,000

Library

1. Certificated Librarian 1	$ 6,000
2. Clerk 1	4,000
Total	$10,000

C. In addition, the following facilities are inadequate and should be improved or replaced:

Thousand Oaks School Library
LeConte School Library
Washington School Library
John Muir School Library
Whittier School Library
Burbank Junior High School Library
McKinley High School Library
Professional Library

D. To implement the above recommendations, the following priorities may serve as a guide to the development of good library programs:

Highest Priority - Elementary Schools

1.	One librarian in each elementary school or	
2.	Five librarians full-time at Columbus, Cragmont, Franklin, Jefferson, Longfellow	$ 30,000
3.	Five librarians half-time at remaining schools (nine remaining schools)	30,000
4.	Five clerks full-time at above schools	20,000
5.	Five clerks half-time at remaining schools	20,000
6.	Volumes added 25,000 x $3	75,000

Highest Priority - Secondary Schools

1.	Six librarians	$ 36,000
2.	Four clerks	16,000
3.	Volumes added 20,000 at $5	100,000

Priority

1.	Two librarians (McKinley, Professional Library)	12,000
2.	Volumes added 6-10,000	$30,000 - 50,000

E. To implement the above recommendations, the following financing should be undertaken:

1. Funds should be allocated each year to add librarians and materials until the standards are reached.

2. Funds should be appropriated to improve or replace the above-mentioned inadequate library facilities.

3. After the standards are reached, a budget of at least $4.00-6.00 per child should be established for library books to maintain the standards.

VI. CURRICULUM AND CURRICULUM MATERIALS

A. OBJECTIVE OF CURRICULUM

The integrated school - National Education Goal

Definition

1. Educational achievement of each student is related to the quality of and quantity of intergroup experiences, both for the Caucasian and non-Caucasian child.
2. The development of the potential of each child is dependent upon the educational opportunities for meeting the individual needs of each child.

B. THE INTEGRATED SCHOOL - An Operational Framework

Definition

1. The sum of the educational experiences shall contribute to the achievement of integrated education.

2. The organization of the school shall be guided by the adoption of the principle that the purpose of school organization, i.e., the total school program, shall be flexible and adaptable to provide for integrated learning experiences as far as possible.

C. THE INTEGRATED SCHOOL - Requirements

The integrated school organization should contain the following:

1. Personnel

   a. Qualified teachers, librarians, counselors, etc., supportive staff chosen for excellence in teaching, knowledge of the needs of all youth without regard to race, color, or creed. (See Personnel Policies for complete statement.)

   b. The Superintendent and principal shall develop a program of continuous evaluation of performance of staff, provide consultive assistance and curriculum development.

   c. An in-service education program should be instituted whose purpose is to develop cooperative procedures for the improvement of instruction, including techniques of intergroup education, and the development of curriculum.

2. Methods and Materials

   a. The Assistant Superintendent in charge of instruction, together with the Directors of Education and building principals and staff, should evaluate the effectiveness of methods of teaching and suitability of materials that promote the integrated learning experience, on the one hand, and the skills, background and knowledge of race, discrimination, prejudice, history of ethnic and racial groups and social problems, on the other.

   b. The goal of education--excellence for all--is not incompatible with value commitments such as learning about democracy in the democratic way.

   c. Wherever possible, the development of the principle of the responsibility for learning shall be guided by the concept that all students have different rates of learning, interests, and needs, and are capable of supervised self-directed learning, provided that facilities and a sufficient amount of materials are available to implement learning.

   The responsibility for instruction shall include emphasis on the involvement of student to student contacts, group processes including discussion and debate, and increased teacher to individual student contacts.

APPENDIX 8

OTHER PLANS CONSIDERED

Princeton Plan I

The plan developed by Princeton, New Jersey, to integrate its elementary schools has been discussed in Appendix 2 above. The basic principle underlying this plan is that two or more schools serve a combined attendance area, with all of the students in the area attending each of the schools in turn. As applied to the Berkeley junior high schools the most commonly mentioned variation of this plan would abolish attendance boundaries among the three junior high schools. Students would attend each of the three schools for one year (for example: 7th grade at Burbank, 8th grade at Garfield, and 9th grade at Willard).

This plan carries some advantages. It provides for total desegregation at the grade levels involved in that all of the students in the city at a given grade level would attend the same school. The entire city would be involved and would share in the benefits and problems accompanying the program. Having all of the students of one grade in one school would make it easier for teachers to specialize in their major or minor fields. It could also enable the school to offer certain electives, for which there would be insufficient demand if the students at the given grade level were divided among three schools.

There are several disadvantages to this type of program, however, The three junior high schools are not equal in size. Garfield is considerably larger than either of the other two. Willard would be hard-pressed to accommodate the number of students involved (about 1150) in a typical grade level. In fact, Willard is well filled by its present enrollment of 1000. There are some variations in the types of equipment needed for classes offered at certain grade levels. For example, providing shop facilities for eighth grade boys might be difficult if all eighth grade boys were in one school. Three consecutive yearly transfers could have detrimental effects on students. Scheduling problems could be caused for students who "fail" one or more subjects, but not enough to warrant retention at the grade level. This program also could compound the transportation problems of families with children one grade apart.

Princeton Plan II

Another variation on the general principle of the Princeton Plan is the suggestion that the Garfield and Burbank attendance areas be combined, with all 7th and 8th graders of the combined zones attending Garfield and all 9th graders attending Burbank. Under this proposal, Willard would remain a three-year junior high school with the same attendance area as at present. Willard is a desegregated school at present. The combination of Burbank and Garfield attendance areas would accomplish desegregation all over the city beginning at the seventh grade level. Negroes currently make up about 46% of the Willard student body. The combined Garfield-Burbank enrollment would be about 35% Negro.

Many of the advantages discussed in connection with the Ramsey Plan, above, would also apply to the Burbank-Garfield part of this proposal. The increased numbers in each grade level in a given school would enable a greater degree of specialization on the part of staff members and would make possible a wider range of electives. The number of separate junior high school programs would be reduced from three to two. Differences in "prestige" enjoyed by Berkeley High School students, depending on the junior high school attended, could be expected to be reduced. Leaving part of the ninth grade at Willard, however, would reduce the improvement in atriculation between ninth grade and the high school, which is offered by the Ramsey Plan.

One factor which should be considered in connection with this proposal is the difference in enrollment between Burbank and Garfield which would be involved. If this plan were currently in force, Garfield would have had an enrollment of 1638 as of the April 24, 1964, statistical report, while Burbank's student body would have been 819*. This is a high enrollment for Garfield, but it could be accommodated. Some adjustments might have to be made in shop and homemaking facilities for eighth graders and in science facilities for seventh grade students to accommodate the increased enrollments in these two grades.

This proposal could be a first step toward full implementation of the Ramsey Plan. The smaller enrollment at Burbank would be an asset during the first year's building program. The ninth graders at Willard could be added to the ninth grade school the second year as the second step in implementing the Ramsey Plan.

Other Suggestions:

Other suggestions were made during the study. These, however, either did not fully attack the problem of desegregation or were considered by the subcommittee involved not to be feasible.

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* These numbers do not count mentally retarded and certain other special classes.

TWO STEP IMPLEMENTATION OF RAMSEY PLAN UNANIMOUSLY APPROVED

Action Taken by Board of Education on May 19, 1964

In order to provide the maximum use of facilities during the building program and to ease the transition to a new organizational pattern for the junior high school years, the following two-step implementation of the Ramsey Plan is offered for consideration:

Step One - September 1964

1. Continue Willard as a 3-year junior high school with its present boundaries.

2. Combine the Burbank and Garfield attendance areas with students assigned as follows:

   a. Garfield - 7th and 8th grades

   b. Burbank - 9th grade

   During Step One, the enrollment at Garfield would be about 1650 and at Burbank about 825. The principal at Garfield agrees that we could handle this enrollment at that school. We had more than this number of students there a few years ago during the transition from split-year promotions. The smaller enrollment at Burbank would be helpful during the year of major building at that school and would facilitate developing the program in a non-crowded atmosphere.

Step Two - September 1965

1. Add the Willard 9th grade to Burbank completing the transition to one 9th grade school.

2. Extend the northwestern boundary of the Willard attendance area north along McGee to University or Hearst and then east to the University campus.

   After implementation of Step Two, the enrollment at Burbank would rise to include the entire 9th grade (about 1125-1150). This could be accommodated at that school. The suggested change in the Garfield-Willard boundary could be expected to lower Garfield's enrollment below 1600. Willard's enrollment would be about 700-750. Willard's smaller enrollment would enable experimental and/or demonstration projects of the sort previously suggested by the principal of that school. The extra space could provide facilities for student activities, special District projects, and Parent Nursery.

STEERING COMMITTEE

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Carl Dwight
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